THE UNIVERSITY of NEW MEXICO

BOARD OF REGENTS
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE

MEETING AGENDA

April 30th, 2015
1:00 PM
Roberts Room
Scholes Hall

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, April 30, 2015 – 1:00 p.m.
Roberts Room, Scholes Hall

AGENDA

I.   **Call to Order**

II.   **Approval of Summarized Minutes from Previous Meeting:** *(April 9th, 2015)*   TAB A

III. **Reports/Comments:**
    A.   Provost's Administrative Report
        Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
    B.   Member Comments
    C.   Advisor Comments

IV.   **Action Items:**

    A.   Approval of Spring 2015 Degree Candidates   TAB B
        Pamela Pyle, Faculty Senate President

    B.   ASUNM Constitutional Amendment Change   TAB C
        Rachel Williams, ASUNM President

    C.   Approval of East Asian Studies Bachelor Degree   TAB D
        Lorie Brau, Associate Professor of Japanese

    D.   Approval of Health Information Technology Associates Degree   TAB E
        Laura Musselwhite, Dean of Instruction, Valencia

    E.   Approval of Technology Healthcare Certificate   TAB F
        Christopher Dyer, Executive Director, Gallup

V.   **Information Items:**

    A.   Higher Learning Accreditation Preparation   TAB G
        UNM 2020 Leadership & Governance
        ASAR Goal 12 Improve the perceived value of a UNM Degree
        Greg Heileman, Associate Provost for Curriculum

    B.   College of Education Update   TAB H
        ASAR Goal 10.1 Define UNM's role in fixing New Mexico's K-12 crisis
        Hector Ochoa, Dean of the College of Education

    C.   UNM CEC Presentation On Healthcare Enrollment In Centennial Care & NMHIX   TAB I
        UNM 2020 Goal 1: Become a Destination University
        ASAR GOAL 14: Identify needs of UNM & US for 2025
        Kiran Katira, Program Operations Director, Community Engagement Center

    D.   National Trends in Economics of Higher Education - ECON 295 Class   TAB J
        UNM 2020Goal 7 Increase Economic Development
        Robert Berrens, Professor of Economics

VI.   **Faculty Presenters**

    A.   "Design + Innovation"   TAB K
        Tim Castillo, Associate Professor School of Architecture and Planning

VII. **Public Comment**

VIII. **Adjournment**

Meeting Summary
(All "TABS" correlate to the April 9th ASAR E-Book)

Committee members present: Regent Bradley Hosmer, Regent Suzanne Quillen(via Phone), Regent Heidi Overton, Provost & Executive Vice President for Academic Affairs Chaouki Abdallah, Faculty Senate President Pamela Pyle and Staff Council President, Renee Delgado-Riley
Regents' Advisors present: ASUNM President Rachel Williams, GPSA President Texanna Martin and UNM Parent Association President Catherine Cullen

I.   Call to Order 1:03pm

II.   Approval of Summarized Minutes from Previous Meeting: *(February 26, 2015)*   TAB A
Motion to Approve: Faculty Senate President Pyle
Second: Regent Overton
Motioned Carried

III.   Reports/Comments:
  A. Provost's Administrative Report
      Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
      - Presentation attached
      - Vice President for Research confirmed and will be announced shortly
      - Global Education Office Director search will be bringing final candidates to campus
      - Office of Institutional Analytics Director position has been filled
      - All branch campuses including UNM West will be fully reporting to Academic Affairs
      - One of the unique challenges for the branches is that they waiting lists for workforce classes but traditional class enrollments are down
      - Competition for students:
        o State is not growing overall
        o Honors College is retaining the top students
        o Students are coming to UNM for the Honors College
        o UNM also competes nationally and internationally for faculty
        o UNM is the only very high activity research university in the state
        o Only 14% of students actually pay the full price for school, the rest receive some sort of aid

  B. Member Comments
Faculty Senate President Pyle:
      - On March 31st Regent Doughty was hosted as part of the adopt a college program
      - The adopt a college program will continue into the fall

Staff Council President Delgao-Riley:
      - Staff council hosted it annual staff as students events and had great attendance
      - Fundraising for the Relay for Life event

  C. Advisor Comments
ASUNM President Williams:
      - Spring election held and Jenna Hagengruber will be the next President

GPSA President Martin:
- Raised enough money for 60 scholarships for the Summer Scholarship Program
- Food for Thought will be on going and will happen two days out of the month
- GPSA award $74,000 in scholarships to graduate students
- Working on a bike plan for UNM

IV. Action Items:

A. Approval of Masters of Legal Studies Degree   TAB B
   David Herring, Dean, School of Law
   Robert Desiderio, School of Law
   Motion to Approve: Provost Abdallah
   Second: Regent Overton
   Motion Carried

B. Approval of Associate of Applied Science in Public Safety (Los Alamos)   TAB C
   Barbara Yarnell, Faculty, UNM Los Alamos
   Motion to Approve: Faculty Senate President Pyle
   Second: Regent Overton
   Motion Carried

C. Approval of Professor of Practice Policy Language in Faculty Handbook Section B   TAB E
   Marsha Baum, Chair, Academic Freedom & Tenure Committee
   Motion to Approve: Faculty Senate President Pyle
   Second: Provost Abdallah
   Motion Carried

D. Approval of Program Elimination: TAB F
   AA Criminal Justice (Taos) & Secondary Education Certificate (Valencia)
   Greg Heileman, Associate Provost for Curriculum
   Motion to Approve: Provost Abdallah
   Second: Regent Overton
   Motion Carried

V. Information Items:

A. New Mexico Computer Science 4 All (CS 4 All)   TAB H
   UNM 2020 Goal 2: Prepare Lobos for Lifelong Success
   Melanie Moses, Associate Professor, UNM Computer Science Department
   - Presentation Available on request
   - Goals: Grow computer science education in order to stimulate New Mexico's economy
   - Half of the science technology and math jobs are projected to be in computer science

VI. Public Comment: None

VII. Adjournment
   Motion to Approve: Faculty Senate President Pyle
   Second: Provost Abdallah
   Motion Carried

Office of Academic Affairs

Provost Report
ASAR Meeting
Chaouki T Abdallah

April 9, 2015

THE UNIVERSITY of NEW MEXICO UNM

Office of Academic Affairs

Topics

- Update on Various Searches (VPR, GEO, OIA).
- Update on Branches-visits, services, agreement.
- UNM West.
- The competitive economic & demographic landscape of UNM

THE UNIVERSITY of NEW MEXICO UNM

Office of Academic Affairs

Competing for Students

- Because of the Honors College, we are getting more of the top High NM School graduates. We use holistic admission criteria – not just numbers.
- We recruit approximately half of our students during New Student Orientation.
- "Right Sizing" Honors should be ~450.

	Number	HS GPA (avg)	ACT (avg)
F2014 enrolled	483	3.92	29
F2015 (Aprill15)	242	3.95	28.9

THE UNIVERSITY of NEW MEXICO UNM

Office of Academic Affairs

Competing for Faculty

	UNM	RU/VH
Professors	$114,779	$141,387
Associate Professors	$86,106	$91,626
Assistant Professors	$73,410	$79,579

- UNM competes on a National market for talent (faculty and student). Our faculty hires come from Harvard, MIT, Stanford, Cornell, Columbia, Berkeley, Cal Tech, Juilliard, etc.
- We compete with the top public schools and some private schools for faculty hires and retetntion.

THE UNIVERSITY of NEW MEXICO UNM

Slide 1

Office of Academic Affairs

Rankings

- US News ranked 1,365 universities. UNM ranked as 189th and 106th public university, and as the 65th best university for veterans.
- Some highly ranked programs: #10 in Clinical Law, 35th as primary care medical school, 3rd in rural medicine, 49th in Earth Sciences, 5th in photography, etc. and 204th best global university (from many thousands and ultimately about 750 ranked). This placed UNM ahead of University of Georgia, NC State, Northeastern, etc.
- Winner of 2011 US best teacher (Professor Shepherd)

THE UNIVERSITY *of* NEW MEXICO — UNM

Slide 2

Office of the Provost

A Research University

UNM Ranked by the Carnegie Foundation as:

- Doctorate-granting University, RU/VH – Research University (Very High Research Activity) Only 66 such Public Universities in US.
- Only RU/VH in New Mexico
- 1 of 8 RU/VH in the southwest
- 1 of 4 RU/VH designated "Hispanic Serving"
- UNM Brings in $300 Million/year in research expenditures from out of state sources.

EXICO — UNM

Slide 3

Office of the Provost

The Cost of Research

Table 2. Higher education R&D expenditures, by source of funds: FYs 2010–2013

(Dollars in millions)

Fiscal year	All R&D expenditures	Federal government	State and local government	Institution funds	Business	Nonprofit organizations	All other sources
2010	61,257,398	37,477,100	3,853,183	11,940,837	3,198,278	3,740,169	1,047,831
2011	65,282,162	40,770,789	3,828,583	12,611,908	3,179,765	3,853,986	1,037,131
2012	65,744,254	40,151,011	3,695,353	13,634,941	3,272,372	4,021,574	969,003
2013	67,041,154	39,470,157	3,657,725	14,973,923	3,501,308	3,860,093	1,577,948

SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, Higher Education Research and Development Survey.

Data from survey cycle FY 2013, as of 31 July 2014.

THE UNIVERSITY *of* NEW MEXICO — UNM

Slide 4

Office of the Provost

Table 30. Higher education R&D expenditures at high-Hispanic-enrollment institutions, ranked by all R&D expenditures, by source of funds: FY 2013
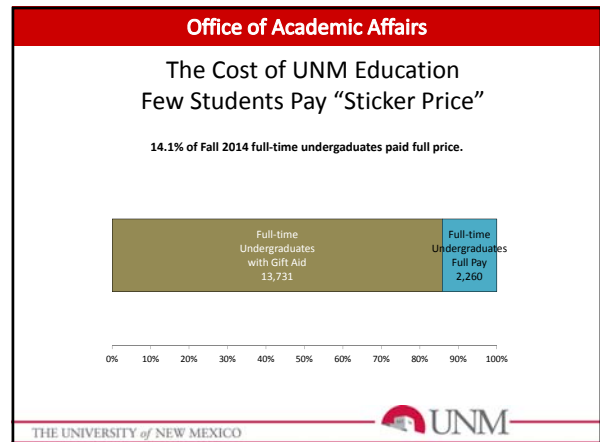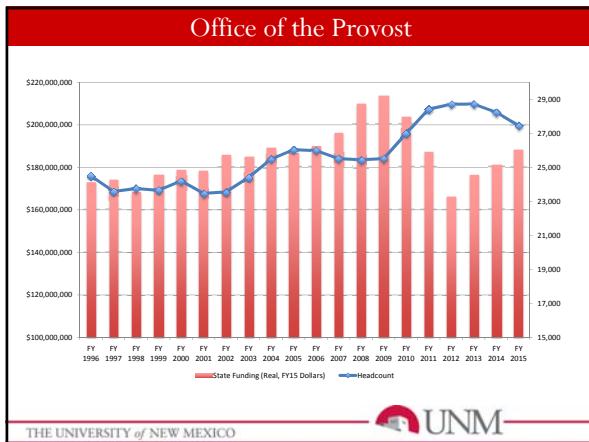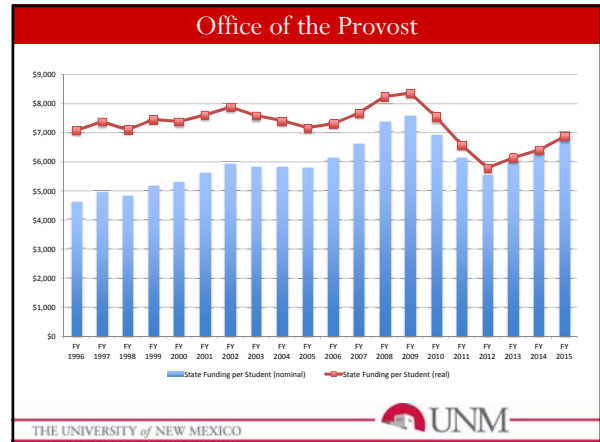
(Dollars in thousands)

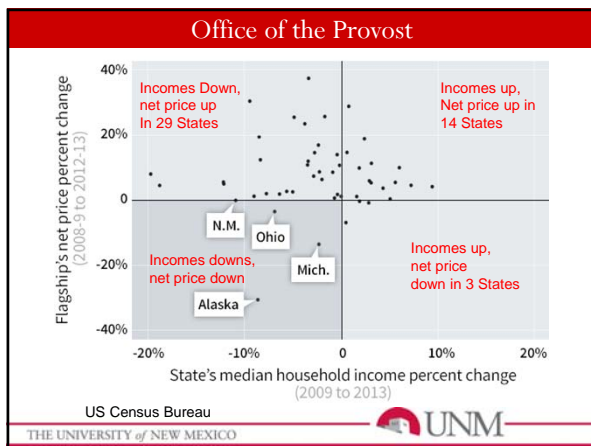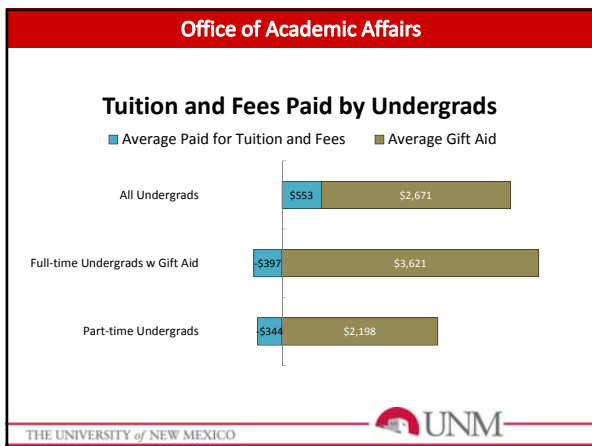| Rank	Institution	All R&D expenditures	Federal government	State and local government	Institution funds	Business	Nonprofits	All other sources
	All HHE institutions	1,632,914	956,243	124,547	369,875	55,507	89,636	37,106
1	UNM	227,703	158,057	2,604	54,996	4,675	6,193	1,178
2	U. TX, Health Science Ctr., San Antonio	175,983	99,198	9,344	35,125	10,633	21,683	0
3	U. CA, Santa Cruz	150,777	91,002	3,419	28,041	8,872	15,296	4,147
4	NMSU	142,365	86,806	17,717	24,687	3,609	2,068	7,478
5	U. CA, Riverside	132,617	59,065	9,757	38,603	8,059	8,999	8,134

THE UNIVERSITY *of* NEW MEXICO — UNM

Office of the Provost

Demographic Challenges

Academic Year	Race/Ethnicity Total	American Indian/Alaska Native	Asia Paicifc/Islander	Black non-Hispanic	Hispanic	White non-Hispanic	Public Total	Non-Public Total	Total Public & Non-Public
2010-11	18,482	2,079	262	404	9,818	5,919	18,511	1,308	19,819
2011-12	17,929	2,037	267	441	9,567	5,617	18,141	1,249	19,389
2012-13	17,759	1,843	289	437	9,619	5,572	18,040	1,221	19,260
2013-14	17,365	1,746	342	414	9,420	5,443	17,678	1,163	18,841
2014-15	17,334	1,692	389	401	9,370	5,482	17,761	1,155	18,916
2015-16	17,562	1,772	348	389	9,656	5,398	18,057	1,071	19,128
2016-17	18,245	1,868	386	432	10,137	5,422	18,753	1,003	19,756
2017-18	18,385	1,823	343	455	10,263	5,501	18,872	1,003	19,875
2018-19	18,779	1,873	382	431	10,440	5,653	19,222	964	20,186
2019-20	18,753	1,936	387	448	10,536	5,446	19,230	895	20,124
2020-21	18,875	1,905	436	420	10,525	5,589	19,316	863	20,180
2021-22	19,147	2,002	378	403	10,710	5,654	19,643	958	20,601
2022-23	19,647	2,040	460	478	11,155	5,514	20,045	978	21,023
2023-24	20,450	2,145	524	508	11,668	5,605	20,843	1,003	21,845
2024-25	20,947	2,053	489	516	12,058	5,831	21,268	1,012	22,279
2025-26	20,595	2,108	504	484	11,875	5,623	20,956	997	21,953
2026-27	19,777	2,058	455	509	11,428	5,327	20,141	967	21,108
2027-28	19,039	1,888	495	488	10,934	5,235	19,353	929	20,282

Knocking at the College Door (2012) WICHE.

THE UNIVERSITY of NEW MEXICO — UNM

Office of the Provost

State Funding per Student (nominal) — State Funding per Student (real)

THE UNIVERSITY of NEW MEXICO — UNM

Office of the Provost

State Funding (Real, FY15 Dollars) — Headcount

THE UNIVERSITY of NEW MEXICO — UNM

Office of Academic Affairs

The Cost of UNM Education
Few Students Pay "Sticker Price"

14.1% of Fall 2014 full-time undergaduates paid full price.

Full-time Undergraduates with Gift Aid 13,731

Full-time Undergraduates Full Pay 2,260

THE UNIVERSITY of NEW MEXICO — UNM

Office of Academic Affairs

Tuition and Fees Paid by Undergrads

■ Average Paid for Tuition and Fees   ■ Average Gift Aid

Category	Tuition and Fees	Gift Aid
All Undergrads	$553	$2,671
Full-time Undergrads w Gift Aid	-$397	$3,621
Part-time Undergrads	-$344	$2,198

THE UNIVERSITY of NEW MEXICO

Office of the Provost

Incomes Down, net price up In 29 States

Incomes up, Net price up in 14 States

Incomes downs, net price down

Incomes up, net price down in 3 States

N.M.   Ohio   Mich.   Alaska

Flagship's net price percent change (2008-9 to 2012-13)

State's median household income percent change (2009 to 2013)

US Census Bureau

THE UNIVERSITY of NEW MEXICO

Office of the Provost

Institution	Total education-related spending per student	Administrative spending per student	Administrative spending as percent of total
University of Hawaii	$46,438	$737	2%
University of Illinois at Chicago	$48,289	$1,438	3%
University of Illinois at Urbana-Champaign	$37,592	$969	3%
University of Wisconsin-Madison	$57,308	$1,913	3%
University of California-Irvine	$42,515	$1,758	4%
University of Colorado	$30,296	$1,205	4%
Iowa State University	$28,467	$1,502	5%
Texas A & M University	$39,607	$2,083	5%
University of California-Los Angeles	$75,776	$4,136	5%
University of Kentucky	$50,708	$2,756	5%
University of New Mexico	$42,001	$2,186	5%
Colorado State University	$26,449	$1,458	6%
Georgia State University	$16,689	$988	6%
Louisiana State University	$29,123	$1,840	6%
Montana State University	$27,087	$1,544	6%
University of California-Davis	$55,946	$3,357	6%
University of California-San Diego	$63,386	$3,622	6%
University of California-Santa Barbara	$28,748	$1,661	6%
University of Florida	$46,210	$2,885	6%
University of Nebraska	$30,792	$1,990	6%

Education-related spending includes instruction, research, student services, academic support, operation and maintenance and administrative costs. It excludes the costs of dormitories, dining halls, bookstores, hospitals and other ancillary operations. Administrative spending includes management of the university including human resources, legal, financial, purchasing and marketing operations, among others.

THE UNIVERSITY of NEW MEXICO

Office of the Provost

Percent of Fiscal Resources Allocated to Administrative Costs

Percent of Fiscal Resources Allocated to Instruction, Research, and Public Service

NMT, NMSU, UNM, ENMU, NMHU, NNMC, WNMU

■2012-13 Peer Benchmarks
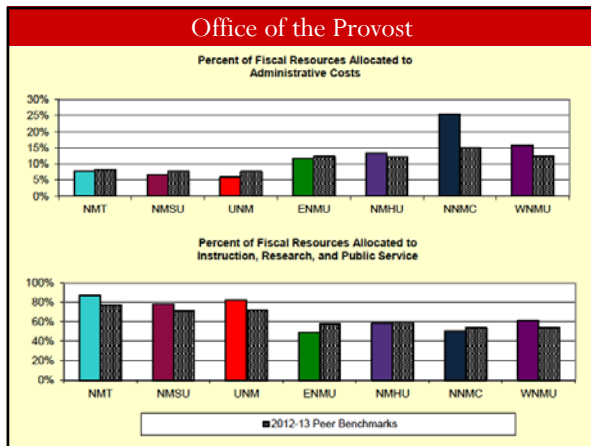
Approval of Spring 2015 Degree Candidates

Materials to be provided

Student Activities Center

TO: Dr. Eliseo Torres, Vice President for Student Affairs

FROM: Debbie Morris, Director, Student Activities Center

DATE: April 15, 2015

RE: ASUNM Constitutional Amendment-Spring 2015 Election

Constitutional Amendment 1 will implement gender-neutral pronouns in the language of the ASUNM Constitution to be consistent with the ASUNM Law Book.

The vote count was as follows:

Amendment 1

For	987	81%	Passed
Against	225	19%	

Associate University Legal Counsel, Nasha Torrez, has already reviewed this amendment for legal concerns.

The ASUNM President will be able to address any questions the Regents may have on the amendment. Please let me know if I can provide you with any further information.

cc: Nasha Torrez, Associate University Legal Counsel
        Rachel Williams, ASUNM President
        Jenna Hagengruber, ASUNM President-elect

East Asian Studies Baccalaureate Program Proposal
Executive Summary

This is a proposal for a new major in "East Asian Studies" that will replace the current Asian Studies major and be housed in the Department of Foreign Languages and Literatures. The East Asian Studies major will allow students to focus primarily on the language, culture and history of China or Japan, and acquire a higher degree of mastery and depth in Japanese and Chinese language and cultures. Administration of the East Asian Studies by faculty in the Department of Foreign Languages and Literatures will help streamline the program and requirements, enabling students to complete their degrees in a timely manner. Pending approval, we anticipate accepting majors in the Fall of 2015, if approved, or the Fall 2016, at the latest.

The shift from Asian Studies to East Asian Studies will advance the mission and strategic plans of the University of New Mexico and Department of Foreign Languages and Literatures, and reflects the realities of student demand and faculty resources in the area. Most current Asian Studies majors are in fact focused on the area of East Asia, specifically Japan and China. An East Asian Studies program not only will serve increasing student demand, but fits well with program offerings at other universities across the region and nation. This new major will also complement the University of New Mexico's emphasis on promoting "global awareness of and sensitivity to multicultural issues in today's interdependent world," and will produce students who are equipped with an in-depth knowledge of China and Japan and the cultural and linguistic skills to bridge East and West. Considering that China and Japan are currently the world's second and third largest economics, respectively, and represent areas of significant strategic interest, graduates with linguistic and cultural competencies in these areas will be an asset on an increasingly globalized job market.

With respect to the proposed program's curriculum, students who major in East Asian Studies will choose either a Japanese track or a Chinese track. These tracks are roughly parallel, and will require students to complete a total of 30 hours of coursework. On each track, students must complete Japanese or Chinese language classes through the highest level offered, in addition to a variety courses on East Asian cultures. While most of the required language, literature and culture courses will be offered by the Department of Foreign Languages and Literatures, this interdisciplinary program will also expect students to take at least one class in the History department, and give students the opportunity to take elective courses related to East Asia in other departments such as Religious Studies and Philosophy. We will strongly recommend students in the major earn some of their hours at universities in Asia. We are proposing nine new course numbers to support the major: CHIN 401, CHIN 343, CHIN 370, JAPN 341, JAPN 342, JAPN 345, JAPAN 370, JAPN 401 and JAPN 402. Most of these courses have previously been taught for many years using the topics numbers, and their addition is not expected to unduly impact faculty workloads.

Program goals and student learning outcomes of the East Asian Studies major will focus on cultivating both measurable linguistic proficiency in the target language and

knowledge of East Asian cultural practices, forms, and works in historical and contemporary contexts. All majors will be required to achieve a level of language proficiency in either Chinese or Japanese at the ACTFL level of "intermediate-high" or "advanced low." Because the East Asian Studies major will be housed in the department of Foreign Languages and Literatures, evaluations and assessments will be performed in the same manner as other departmental programs (e.g. Classics, French, German). The proficiency of students in the target language will be assessed based on performance on a 10-minute oral presentation delivered by majors in an upper division language class, or through an oral proficiency interview conducted by a faculty member in Japanese or Chinese during the student's last semester. Assessment of oral performance will be correlated with the ACTFL (American Council of Teachers of Languages) "Oral Proficiency Guidelines: Speaking." We expect 60% of students to meet the "intermediate-mid" criteria and 25% to meet the "intermediate-high" or above standard. Cultural competency will be assessed through student performance on an essay in English submitted during a Spring semester upper-division Chinese or Japanese culture course.

As the East Asian Studies program will draw from, and make more efficient use of, the same resources that currently support the Asian Studies program, no additional faculty, staff, space, library, technology, media, or advising resources are required to meet the needs of the program. The present number of three tenure-track faculty (Ph.D.) and two lecturers (M.A.) is currently sufficient to offer the East Asian Studies major, although the addition one or two teaching assistants (and/or funding for part time instructors) is needed teach some sections of lower division language courses. Interest in China has been growing and Japanese enrollments remain high. We can thus expect at least 20-25 students to declare majors the first year, with steady increases in the following years.

THE UNIVERSITY *of* NEW MEXICO
New Mexico's Flagship University

Office of the Provost and Executive Vice President for Academic Affairs
MSC05 3400
1 University of New Mexico
Albuquerque, NM 87131-0001
505.277.2611

NEW ASSOCIATE DEGREE/UNDERGRADUATE CERTIFICATE PROGRAM
PRELIMINARY REVIEW AND PROPOSAL OUTLINE
UNM-Valencia, Associate Degree in Health Information Technology

Executive Summary
1. Program Description
A consortium consisting of eleven community colleges in New Mexico was recently awarded a $15M grant with a focus on healthcare and Health Information Technology (HIT). The grant funding, which came out of the Trade Adjustment Assistance Community College and Career Training (TAACCT) program, will benefit the New Mexico Skill Up Network (SUN). This provides the opportunity to establish an HIT program at UNM-Valencia. The UNM-Valencia Campus proposes to offer an associate degree program in HIT. The Associate of Science degree in HIT is designed to prepare students to maintain patient records and health information data in every health-care setting, including acute care, long-term, ambulatory care, insurance and federal agencies. Creating programs that directly connect students with workforce opportunities in a timely fashion directly fits with the community-based mission of the branch campuses.

This program is modeled course-for-course after the UNM-approved HIT program at the UNM-Gallup Campus. Pending approval, we could begin instruction in fall 2015.

2. Evidence of Need
The healthcare industry is the top-employing industry and one of the top-projected growth industries in New Mexico. Much of the projected growth is attributed to an aging baby boomer population, technological advances in medicine, and the Patient Protection and Affordable Care Act (ACA). New Mexico is expected to be fourth in the nation with a population of people aged sixty-five or higher by 2030.

UNM-Valencia is included in the Albuquerque metropolitan area. Central New Mexico Community College is the only other public two-year college in the area. While Central New Mexico in Albuquerque has a Health Information Technology program, UNM-Valencia's service area includes Valencia and Socorro counties as well as southwestern Torrance County. Students in this service area reside between thirty and seventy-five miles from Albuquerque. An HIT program in Valencia County will make the program much more accessible to students in this area.

3. Program Content and Quality

This would be an associate degree program modeled course-for-course on the existing program at UNM-Gallup. It would consist of the general education core requirements of thirty-three hours, plus the Health Information Technology area of an additional thirty-eight hours.

Upon successful completion of the required courses for the program, students will demonstrate entry-level skills with the ability to:
1. Collect, maintain, and analyze health data and be familiar with health data standards and requirements
2. Collect, organize, and present healthcare statistics
3. Participate and comply in quality assessment and performance issues, and healthcare delivery systems
4. Design, maintain, and use health data, storage, security, and retrieval
5. Use and protect health information and communication technologies
6. Implement, maintain and demonstrate healthcare compliance, ethical, legal, and privacy issues
7. Develop, apply, and participate in human resource management, and financial and physical resources
8. Apply and validate clinical classification systems and support reimbursement methodologies
9. Demonstrate professional behavior

4. Evaluation and Assessment

The courses are a combination of didactic instruction, hands-on skills training and on-the-job practicum. Students will be assessed through both written and skills testing, as well as the completion of the practicum, which will be based on employer recommendation. In addition to the annual program and course assessment, we will rely on our Healthcare Advisory Council to help in ongoing evaluation of the program effectiveness.

5. Required Resources

The intent is to hire a program manager who will also teach within this program. This person would be paid through the TAACCT grant initially and through Carl Perkins Career Technical Education grant funds subsequently for the first three years. In addition, adjunct instructors will be hired to assist with teaching courses as needed. Minimum qualifications are a bachelor's degree in a related field and a minimum of two years professional work experience in a related instructional area.

Facilities already exist. No additional resources are being requested for this program.

6. Projected Enrollment and Costs

It is anticipated that three courses will initially be offered per semester (including summer), with an enrollment of fifteen students per course. Increases in course offerings would be determined in years two and three. In addition to the funds from the TAACCT grant, Valencia Campus will seek additional Carl Perkins CTE Grant funding for course start-up, which would fund the program for a minimum of three years.

Executive Summary

Program Description

The University of New Mexico-Gallup Business and Technology department and Health Information Technology department are both requesting approval of a[i] Certificate in IT Health. The Certificate will articulate to the Associates in Health Information Technology at the University of New Mexico-Gallup campus, with an additional 26 credits needed to attain the HIT Associates, and upon graduation will be eligible will be eligible to then matriculate to a Bachelor level HIM program, including the online Bachelor level program at Weber State for which we have an existing articulation Agreement. The IT courses from the proposed IT Health Certificate will matriculate to the Bachelors in Computer Science at the Albuquerque UNM campus.

The new Certificate in IT Health fits the UNM Gallup Branch's commitment to being responsive to community and student needs. Additionally, the new Certificate in IT Healthcare meets UNM Albuquerque's mission by educating and encouraging students to contribute to the local business and economic workforce and healthcare worker needs. The Certificate in IT Healthcare fits with existing courses in IT, and existing HIT courses, but is unique as this Certificate addresses a third area, which focuses on the provision of IT technology in healthcare settings and the unique needs of HIPAA and electronic reimbursement related to healthcare. The projected start date of this Certificate in IT Health is Fall 2015, based on the fact that all but three courses currently exist, and the additional three courses would begin in Summer 2016. Form B's have been written for the three new courses.

Evidence of Need with Justification

In a Spring 2014 all-campus wide online survey to students conducted by our IR staff, that assessed 'intended career", the field of Health Information Technology was chosen as third of all programs as "intended career", followed closely by Business and then Compute Science. Students would be recruited through General Studies, through IT advisement, through Nursing studies advisement, and through the Business Program. There is currently only one other program, CNM, which offers a similar E.HR Certificate. According to Department of Labor Statistics, there exists a 10.3% percentage vacancy rate in rural hospitals for high-level IT/systems specialists, compared to 6.6% in urban hospitals. A July 2014 survey of eight separate Health Information Department Managers, and hospital department IT Managers, indicated 86% supported the need for this type of workforce role.

The Certificate in IT Healthcare will meet the needs of local physician office and group practice offices that utilize technology in the documentation of medical encounter, patient billing, and electronic reimbursement. The Affordable Care Act mandated insurance coverage for all eligible adults, which is resulting in additional healthcare encounters, necessitating additional medical record documentation, storage of healthcare data, and electronic sharing of healthcare data. Federal mandates that physicians adopt Electronic Health Records by years 2015 and 2016, or face progressive financial penalties, provides additional needs for IT healthcare workers to assist physician offices with implementation and maintenance of E.HRs. An aging population (NM is expected to be 4th in the national with a population >65 years of age by 2030) necessitates additional healthcare encounters, with additional electronic management and storage of healthcare data. The most recent Bureau of Labor Statistics -- Job Outlook, highlights that "employment of health information technicians is projected to grow 22 percent from 2012 to 2022, much faster than the average for all occupations. The demand for health services is expected to increase as the population ages." (http://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm).

Program Content and Quality

The 45-credit Certificate in IT Health would include English 101, Math 121, as well as 19 credits from the Business Technology program and 17 credits from within Health Information Technology. Of these 45 credits, two courses in the HIT Program are being developed, and a third course is existing at ENMU and will be offered through the SunONLINE coursesharing platform. Enrolling students will come from a variety of backgrounds, including graduating high school students, from referrals from local, Tribal, and State workforce training programs, and from individuals with prior learning in the field of either IT or healthcare who have an interest in the combined, unique Certificate program. Additionally, there are an estimated 1700-2100 Veterans in McKinley County, some who may be interested in enrolling in this Certificate program as well *The Business Technology Departments currently has a seat count of 225 students this semester, with many of those students expressing an interest in combing their IT academics with healthcare courses.*

It is anticipated that the first year enrollment would begin with 30 students enrolled in this Certificate program, rising by 10% each year. The new program change will shift to meet and ensure a flawless articulation with the HIT Associates in Healthcare, with an additional 26 credits needed to attain an Associate's Degree in Health Information Management Technology, which has a mandated curriculum content through the CAHIIM accrediting body for Associates in Health Information Technology.

Student Learning Outcomes, and Evaluation and Assessment
- Students will be able to demonstrate proficiency in oral and written communication.
- Students will be able to solve information mathematical problems using critical thinking skills and problem solving skills related to technical applications regarding an E.H.R. system.
- Possess a basic conceptual understanding of system installation, networking, and security
- Understand healthcare regulatory requirements and standards behind an E.H.R. system
- Be familiar with healthcare structure, basic workflows and clinical processes
- Students will be able to demonstrate knowledge of implementation and management of an electronic health record system
- Be familiar with healthcare terminology, basic workflows, and clinical processes
-

Instructional delivery will be inperson lecture, inperson hands on activities, via online. Accreditation will not be sought for this certificate. The program learning outcomes will be measured by grades, course evaluation(during the semester and end-of the semester), observation of students performing task, analysis of student work programs (exams, essays, oral presentation), graduation rates, and the number of students progressing to advance degrees.

Human Resources: The total credit hours of 45 credits, among two departments, can be served by the current faculty, with the addition of an estimated additional 1.5 staff. plus one Adjunct HIT Instructor to teach a 2 credit, Term 3 summer course. The Business Technologies Department maintains an eligibility requirement for their faculty of an MBA, while the Health Information Technology Department has a requirement of a Bachelor's Degree with either RHIT or RHIA certification. In addition to departmental standards, it is important that the Business Technology and IT courses be taught by a Master's level in order to articulate to an advanced degree at the Bachelor's level.   Technology needs will not change. Additional space is not needed. Student Services will not be impacted by this change. **Projected Enrollment and Cost:** Initial enrollment estimated at 30 with a five year projected increase to 48 students. Costs estimated at 1.5 full time faculty start base pay at 45,000 for one FT, effectively $67,500 for 1.5 Staff. Additionally, $2,000 is needed for a Term 3 Summer 2016 HIT Adjunct Instructor. The costs for the additional IT instructors, and the $2000 for the HIT Program, will be borne by UNM Gallup.

HLC Accreditation Update

Regent's Academic/Student Affairs & Research Committee

April 30, 2015

HLC Accreditation Timeline

Date	Assurance Process		Quality Initiative Process	
2012-2013			Begin planning for Quality Initiative Proposal	✔
June 2014	Appoint director and coordinator	✔	Submit Quality Initiative Proposal for review by HLC	✔
Feb. 2015	Form Steering Committee and Resource Team	✔		
March 2015	HLC Meeting (Chicago)	✔		
April 2015	Form Criterion Committees	✔		
June 2015	Establish Evidence Library		Begin writing Quality Initiative Final Report	
Sept 2015	Environmental Scan			
AY 2015-16 and 2016-17	Criterion Committees gathering evidence, creating assurance argument		Submit Quality Initiative Report for HLC Review	
May 2017	Steering Committee reviews Criterion Committees' Report Drafts			
Sept 2017	Self-Study Draft Created by Steering Committee			
Oct.-Dec 2017	Self-Study Draft Report Available to Community			
Jan.-May 2018	Focus Groups Feedback & Integration			
Aug. 2018	Final Report Finished			
AY 2018-19	HLC Site Visit			

Committees

Director, Coordinator, and Liaison to HLC

Greg Heileman	Director	Associate Provost for Curriculum
Joe Suilmann	Coordinator	Communication & Outreach Specialist
Nancy Middlebrook	Liaison to HLC	University Accreditation Director

Steering Committee

Julie Coonrod	Dean, Office of Graduate Studies
Leslie Morrison	Vice Chancellor: Neurology
Laura Musselwhite	Dean of Instruction, UNM-Valencia
Hector Ochoa	Dean, College of Education
Virginia Scharff	Associate Provost for Faculty Development
Texanna Martin	President, GPSA
Jenna Hagengruber	President, ASUNM

THE UNIVERSITY *of* NEW MEXICO

Committees

Criterion Committee Co-chairs

Criterion One. Mission

Chaouki Abdallah   Provost

Kevin Stevenson   Director of Strategic Projects, Office of the President

Criterion Two. Integrity: Ethical and Responsible Conduct

Richard Holder   Professor of Chemistry & Chemical Biology

Tomas Aguirre   Dean of Students

Criterion Three. Teaching and Learning: Quality, Resources, and Support

Kate Krause   Dean, University College and Honors College

Aeron Haynie   Director, Center for Teaching Excellence

Criterion Four. Teaching and Learning: Evaluation and Improvement

Dymaneke Mitchell   Director of Assessment

Regina Carlow   Associate Dean, College of Fine Arts

Criterion Five. Resources, Planning, and Institutional Effectiveness

Richard Wood   Special Advisor to the Provost and Chair of Sociology

Nicole Dopson   Financial Officer, Office of Academic Affairs

Committees

Peer Reviewers

Terry Babbitt	Associate Vice President, Division of Enrollment Management
Nancy Middlebrook	University Accreditation Director

Resource Team

Andrew Cullen	Administration
Paul Krebs	Athletics
Rob Burford	Dean of Students Office
Terry Babbitt	Enrollment Management
Monica Orozco	Extended Learning
Gil Gonzalez	Information Technology
Paige Briggs	Institutional Analytics
Mike Dougher	Research
Tim Gutierrez	Student Affairs
Nancy Middlebrook	University Accreditation
Elsa Cole	University Counsel

Next Steps

- Environmental Scan (campus review)
  - Identifying areas in need of improvement
  - Identifying present and needed evidence

- Evidence Library
  - Appoint evidence librarian
  - Establish evidence metadata

- Communication
  - Form communication subcommittee
  - Develop communication plan

Resources, guides, progress tracking and other information related to accreditation effort will be made available at:

HLC2018-19.unm.edu

Our Goals

- Explain our current and future assessment framework regarding how teacher candidates are assessed.

- Explain new initiatives that will take place pertaining to educator preparation.

- Explain COE re-imagination efforts

UNM COLLEGE *of* EDUCATION

COE Re-imagination Initiatives

Restructured Dean's Organizational Support Team

      Created two new Associate Dean Positions
      Associate Dean for Educator Preparation & Development
      Associate Dean for Assessment, Accountability and Accreditation

Developing COE Friends Board

Implementing New Student Teaching Experiences for Students (TAGS) in Diverse Settings

Developing Educator Preparation Assessment Frame Work Plan to Assess the Quality and Impact of our Training

Examining and Aligning our Curriculum Alignment with New Mexico Standards

UNM COLLEGE *of* EDUCATION

CONCEPTUAL FRAMEWORK FOR PROFESSIONAL EDUCATION

UNDERSTANDINGS

Human Growth & Development
Culture & Language
Content of the Disciplines
Pedagogy
Technology
Professional Issues
Nature of Knowledge

PRACTICES
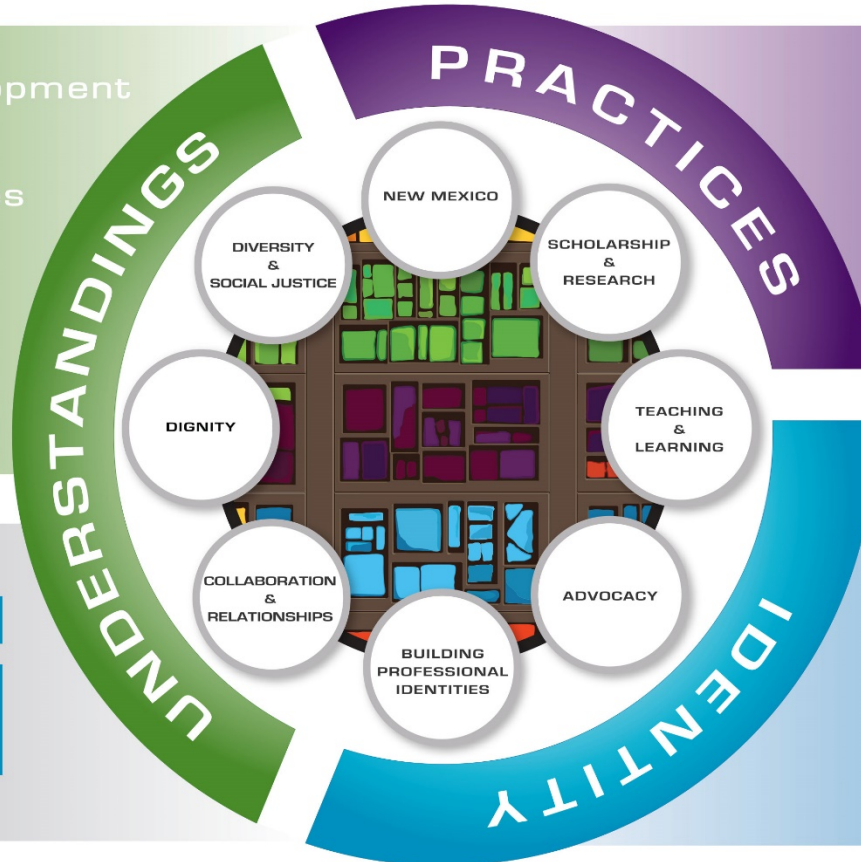
Learner-Centered
Contextual
Coherent
Culturally Responsive
Technologically Current

IDENTITY

Caring
Advocacy
Inquisitiveness
Reflection-in-Action
Communication
Collaboration
Ethical Behavior

NEW MEXICO

DIVERSITY & SOCIAL JUSTICE

SCHOLARSHIP & RESEARCH

DIGNITY

TEACHING & LEARNING

COLLABORATION & RELATIONSHIPS

BUILDING PROFESSIONAL IDENTITIES

ADVOCACY

UPi

UNM College Of Education Educator Preparation Assessment Framework Plan

	Admission Point	In Program	Program Completion	Early Career
Understandings	NMTA GPA	**Course Based Grades** *(indirect assessment)* **Student Learning Outcomes' (SLO)** *(direct assessment)* **Field Experience Survey: Pre-service semesters 1 & 2**	NES Reading Exam Content Area Exam Prof Knowledge Exam **Program Completers' Survey** **Field Experience Survey: Final Semester**	Employers' Surveys Alumni Survey
Practices	**Candidates' Self Report**	Key Assessments: • Student Assessment • Classroom Management • Diversity • Instructional Delivery • Lesson Planning **Student Learning Outcomes' (SLO)** *(direct assessment)* **Field Experience Survey: Pre-service semesters 1 & 2**	Program Completers' Survey **NM TEACH – Domains 1-4 + overall scores** **Minimum scores to pass course** **K-12 Student Assessment of the Students teacher** **Student Learning Outcomes' (SLO)** *(direct assessment)* **Field Experience Survey:** Final Semester	Employers' Surveys PED NM TEACH YEAR 1 Domains 1-4 + overall scores PED NM TEACH YEAR 2 Domains 1-4 + overall scores PED NM TEACH YEAR 3 Domains 1-4 + overall scores Domain 1: Planning and Preparation Domain 2: Creating an Environment for Learning Domain 3: Teaching for Learning Domain 4: Professionalism Teachers Value Added Model score
Identities	**Candidates' Self Report** Faculty Interviews	Dispositions – *(Student self assessment informal)* **Student self assessment** *(Formal)* **Field Experience Survey: Pre-service semesters 1 & 2**	**Field Experience Survey:** Final Semester	

→ **Fitness to Teach Assessment** →

UPI — **Use of Assessment for Continuous Improvement**

External Plan — **Curriculum Advisory Committee**

Internal Plan — **Long Term Plan for Improvement** > **Program Level** **Student Level**

Practices

Key Assessments During Program

Current Practices:

1. Lesson Planning
2. Student Assessment
3. Instructional Delivery

4. Classroom Management
5. Diversity
6. Dispositions

UNM
COLLEGE
of EDUCATION

Understandings and Practices

Field Experience Survey-survey of students, cooperating teachers, and university supervisors involved in all phases of field experience

Program Completer Survey-exit survey of students completing their licensure program

Employer Survey-survey of principals who have hired UNM graduates in last three years

Major findings from surveys:

- Program Completer Survey: Teacher candidates state that they are well prepared to engage in effective professional practices.

- Employer Survey: Teacher candidates were effective in demonstrating skills and dispositions of effective teachers.

UNM
COLLEGE
of EDUCATION

Future Directions:
Fitness to Teach Assessment

Admission → *In Program* → *Program Completion*

GOAL: *A plan of action to address areas of concern for students not meeting expectant levels of performance.*

Program faculty will assess students' progress towards addressing deficiency area(s).

If area(s) of concern(s) has/have been remediated, the teacher candidate will be permitted to continue in the program.

Area(s) of concern(s) has/have not been remediated after additional assistance or intervention, program faculty can counsel the student out of the program.

UNM
COLLEGE
of EDUCATION

Use of Assessment for Continuous Improvement

Program Specific Annual Reports

GOAL: Continuous improvement and development of licensure programs informed by data.

The annual reports will put college and program level data in the hands of the faculty to guide decision making.

This data includes demographics of students in program and cooperating teachers, assessment data, survey results, and state licensure test results.

UNM
COLLEGE
of EDUCATION

Use of Assessment for Continuous Improvement:

Curriculum Advisory Committee

GOAL: To bring external key stake holders to the table with program faculty to review curriculum and assessment data to recommend curricular changes.

UNM
COLLEGE
of EDUCATION

Current And Ongoing Curriculum Work

Understandings

Assurances of Curriculum Alignment with NM Standards
6.61 - 6.64

Curriculum Alignment to Common Core Standards

Transformative Action Groups (TAGS)
(Early Childhood Multicultural Education, Elementary Education, Secondary Education)

English Language Learners
Native Americans
Students with Disabilities

Practices

Task Forces:

Transformative Action Groups (TAGS)
(Early Childhood Multicultural Education, Elementary Education, Secondary Education)

English Language Learners
Native Americans
Students with Disabilities

UNM
COLLEGE
of EDUCATION

Regents' Academic/Student Affairs & Research Committee Presentation

Update on Affordable Care Act Outreach and Enrollment among UNM and APS Students

Presentation Team: Kiran Katira , Veronica Plaza

Presentation Contributers: Yadira Salazar, Yazmin Irazoquii, Alexis Bustillos, Devon Fleming

THE UNIVERSITY of NEW MEXICO

OVERARCHING AIM

The project aims to combine knowledge and action for social change in order to improve community health and eliminate health disparities.

It seeks Institutional leadership support to bring about change for Affordable Care Act initiatives on campus.

THE UNIVERSITY *of* NEW MEXICO

AIMS

- **Specific Aim 1**: Develop information resources/services specifically directed towards populations affected by health disparity.

- **Specific Aim 2:** Increase intersectoral collaborations to facilitate policy development that ensures access to enrollment and education about the Affordable Care Act (ACA) at UNM and Albuquerque Public Schools (APS).

- **Specific Aim 3:** Recruit and register at least 10% of UNM students into health insurance through the options offered by Affordable Care Act (ACA).

- **Specific Aim 4:** Increase utilization and sustainability of schools/university health based centers.

THE UNIVERSITY *of* NEW MEXICO

ACA IMPLEMENTATION PHASE 2014

In New Mexico

- ✓ Total Population: 2 million Residents
- ✓ 23 % uninsured
- ✓ 250,000 qualify for the Exchange
- ✓ 135,000 will qualify for Medicaid

Source: Coughlin , Lucia , & Keith , 2012

At UNM

- ➤ Total Students: 28,644
- ➤ Undergraduate: 20,844
- ➤ Graduate/Professional School: 7,800
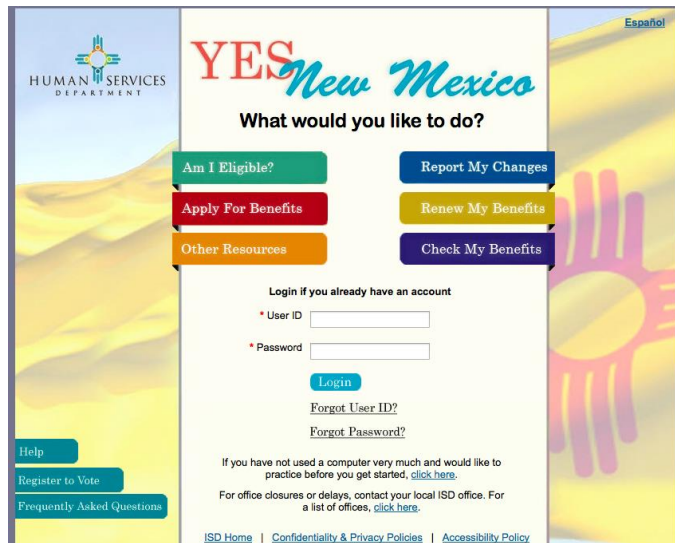
- ➤ **Approximately 40% of students uninsured**

Sources: UNM Office of Institutional Analytics, 2013

THE UNIVERSITY *of* NEW MEXICO

ACA IN NM

Medicaid

- Medicaid Expansion

- Centennial Care

- www.yes.state.nm.us

NM Health Insurance Exchange

- NM Exchange

- NMHIX

- www.bewellnm.com

- www.seguroquesinm.com

- www.healthcare.gov

- www.cuidadodesalud.gov

THE UNIVERSITY of NEW MEXICO

INTERSECTORAL COLLABORATION

UNM Office of Student Affairs

UNM Office of Community Health

Albuquerque Public Schools

NM Center on Law & Poverty

UNM Community Engagement Center

NMPCA
(New Mexico Primary Care Association)

UNM Student Health and Counseling (SHAC)

NMHIX
(New Mexico Health Insurance Exchange)

UNM Spanish and Portuguese Department
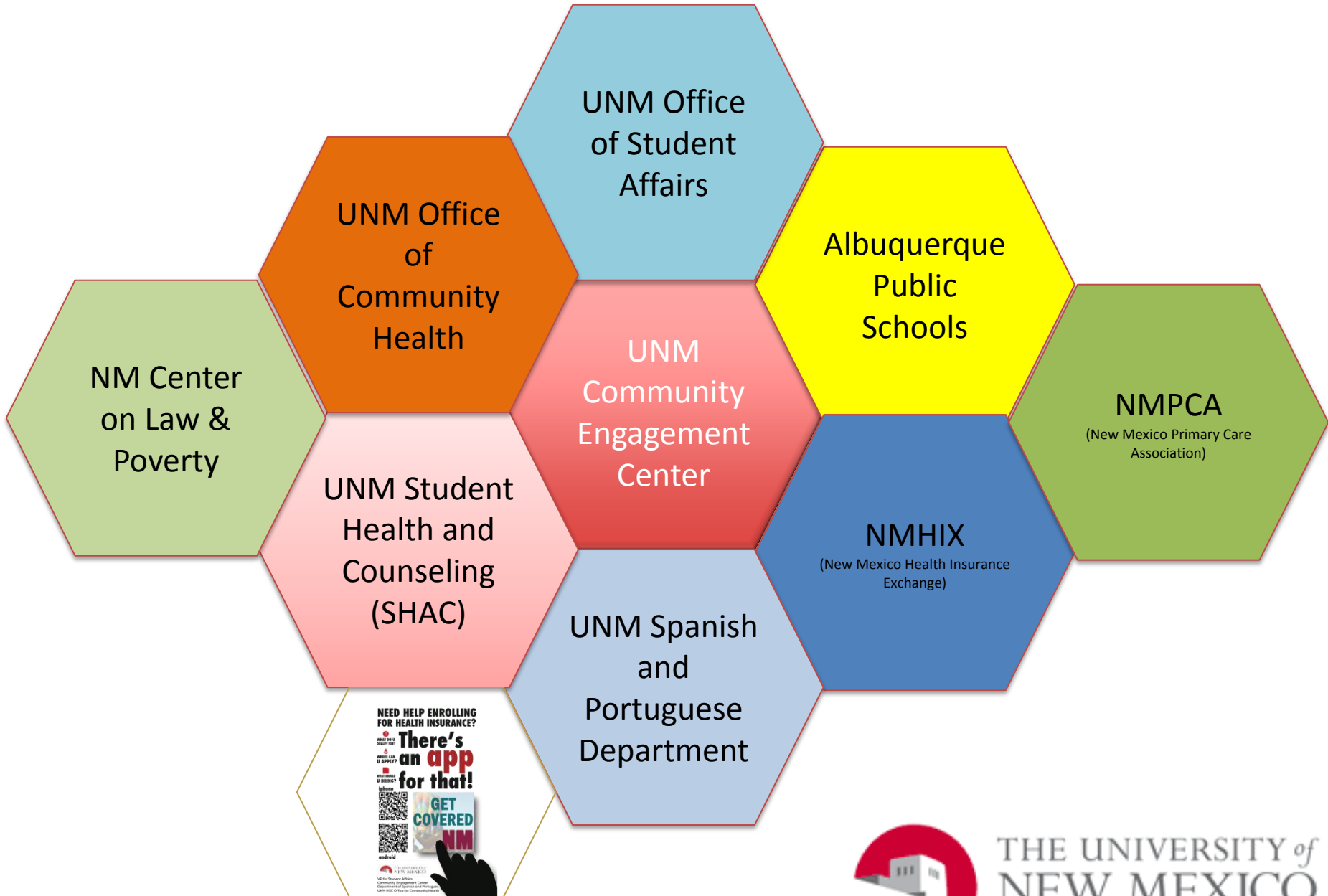
THE UNIVERSITY of NEW MEXICO

Activities

- ✓ Developed and implemented an intersectoral health promotion intervention of the ACA at UNM lead by students
- ✓ Conducting bilingual outreach & health literacy about ACA year around
- ✓ Conducting training to UNM students and staff to self-enroll
- ✓ Offering ongoing enrollment through online scheduling
- ✓ Offering enrollment at the SHAC by student enrollers
- ✓ Enhancing partnership with APS for cultural and linguistic appropriate outreach and enrollment
- ✓ Enhancing partnership with NMPCA for Medicaid enrollment at UNM

THE UNIVERSITY of
NEW MEXICO

OUTCOMES

- Students qualified to become Medicaid enrollers
- APS bi-weekly Medicaid enrollment events
- Allocation of human resources for enrollment
- Networks on campus for information dissemination
- Weekly Medicaid enrollments at the Student Health & Counseling Center (SHAC)

THE UNIVERSITY *of* NEW MEXICO

OUTCOMES
1/2013 to 4/2014

Total population reached: 910,000

- – Outreach Events: 72
- – Bilingual Webinars, [Videos](#) and App
- – NMHIX Postcards: 2,035
- – NMHIX Spanish Radio Outreach
- – Approx. Medicaid Referrals: 5,000

CHALLENGES AND OPPORTUNITIES

Monolingual material → BILINGUAL INFO

Confusing Websites → Simplified to mulitimedia
Bilingual Webinars

Limited Information → UNM marketing
campaign

More paperwork → Facilitated FAFSA event

No mandatory → Work with UNM
health insurance Leadership

THE UNIVERSITY *of*
NEW MEXICO

OPPORTUNITIES TO KEEP SERVING OUR NM STUDENTS

OUTREACH:

❑ Simplify the message

❑ Reach students at school, college or university

❑ Use existing networks for information dissemination

ENROLLMENT:

❑ Link enrollment to FAFSA, academic enrollment and/or state taxes

UTILIZATION:

❑ Expand coverage period from 1 year to 5 years

THE UNIVERSITY *of*
NEW MEXICO

OPPORTUNITIES TO KEEP SERVING OUR UNM STUDENTS

- Incorporate Medicaid Enrollment into UNM Freshmen Orientation

- Have Medicaid webinars on my.unm.edu

- Include Health Insurance Status on student admission and registration forms

- Facilitate Medicaid recertification by making it part of the UNM registration process

- Make the Medicaid/NMHIX application available on my.unm.edu

- Create health insurance enrollment reminders through my.unm.edu

THE UNIVERSITY of NEW MEXICO

REQUEST

- Endorsement of this initiative to further evaluate the challenges & opportunities

- Charge to an Institution-wide collaborative to address the aims, challenges, and resource requirements

THE UNIVERSITY *of*
NEW MEXICO

National Trends in the Economics of Higher Education

Information/Discussion Piece

Econ 295, Spring 2015

Class objective:
To better understand tradeoffs between cost, access and quality in provision of Higher Education

Figure 1. Scatterplot of Four-Year Colleges by Access, Affordability, and Completion

Two long-term dominant trends:

(1) Increasing entry by for-profit private institutions
(2) declining state support for publics

Result: increasingly monopolistically competitive market –with attempts to quality differentiate and bundle (or un-bundle) services

Number of Degree-granting Institutions
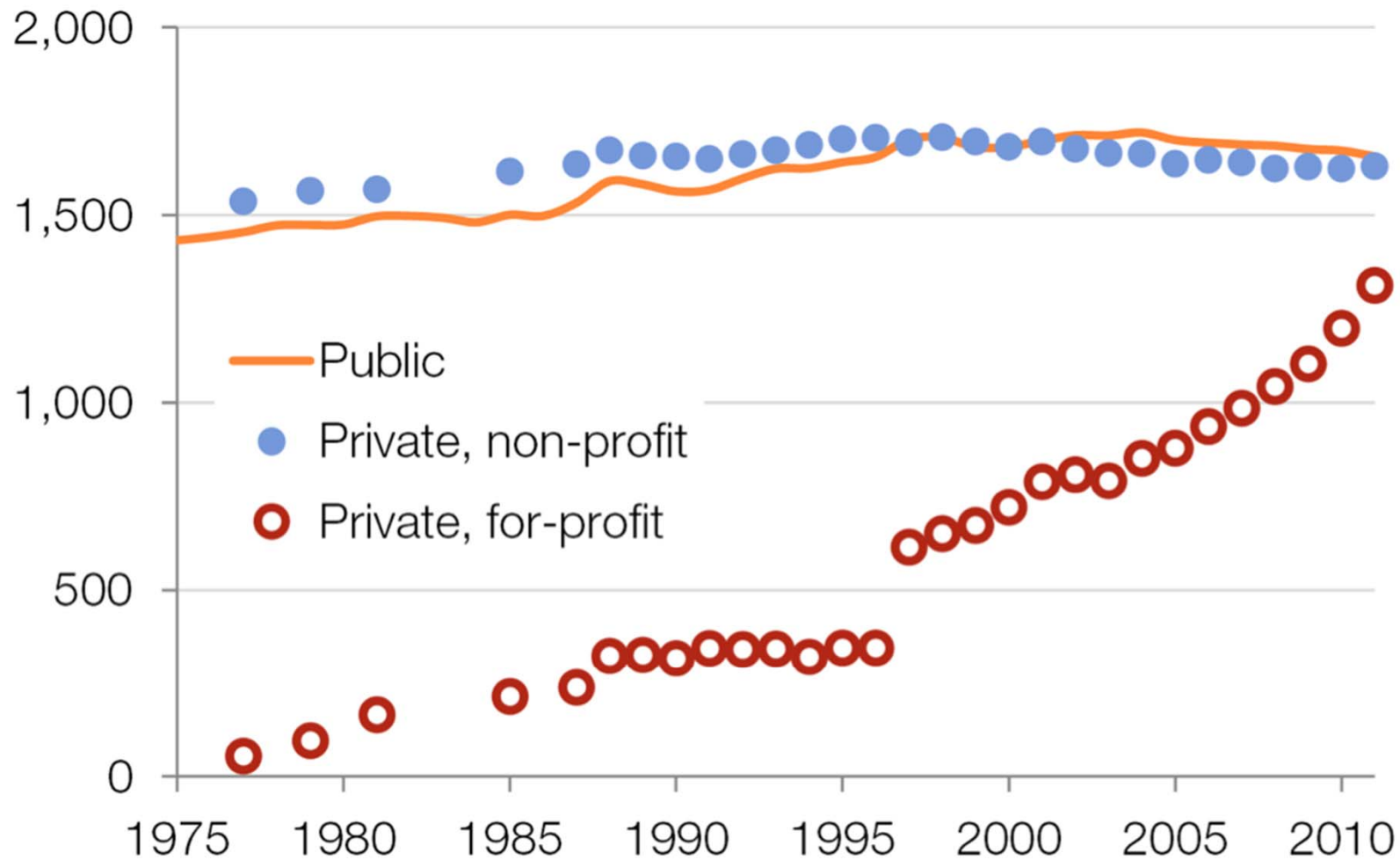
Notes: From Table 279 of *DES 2011*. The discontinuity in the number of for-profits between 1996 and 1997 is due to a definitional change in the data.

Shares of Revenues, Public 4yr
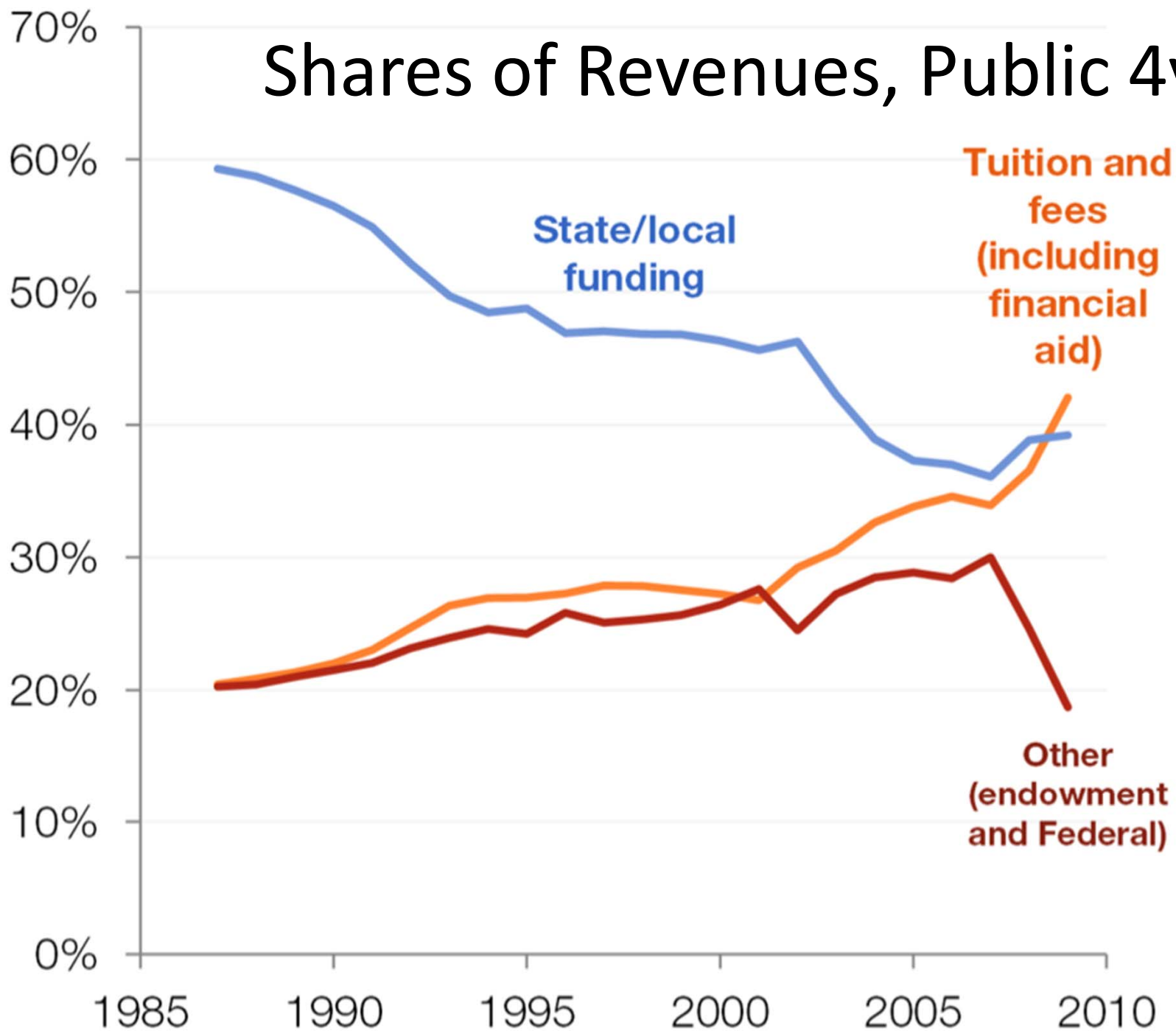
U.S. Average, Spending Per Student

In **2012**, states paid **$5,906**, and students paid **$5,189**.

Decline in State Funding
of Public Higher Education,
2012 $, support per student: State vs Student

NEW MEXICO — $7,272/$2,147
$21K
$14K
$7K
0
87 92 97 02 07 12

COLORADO — $3,069/$7,426
$21K
$14K
$7K
0
87 92 97 02 07 12
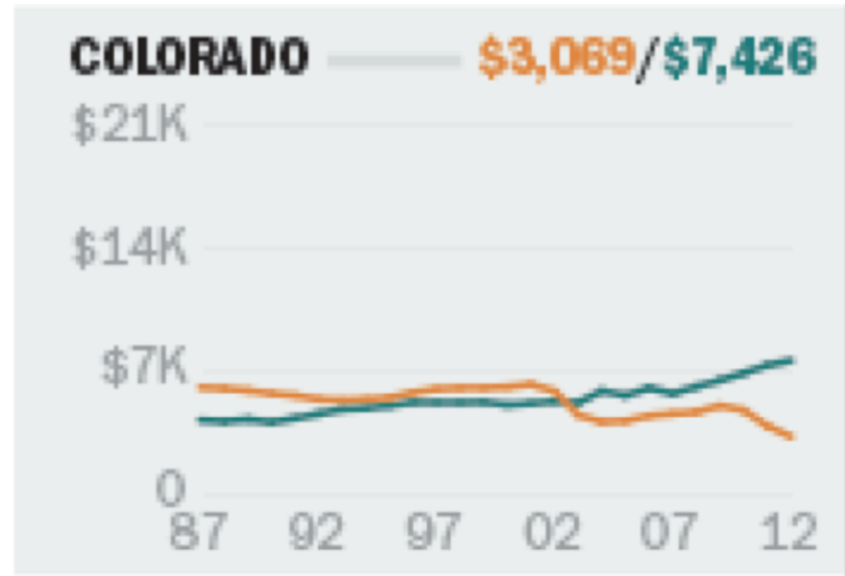
Trend: Efforts to significantly cut costs of instruction (e.g., use of PT faculty, growth of distance education, etc.), but not necessarily at all schools…

Number Teaching Faculty, Post-Secondary Institutions by Employment
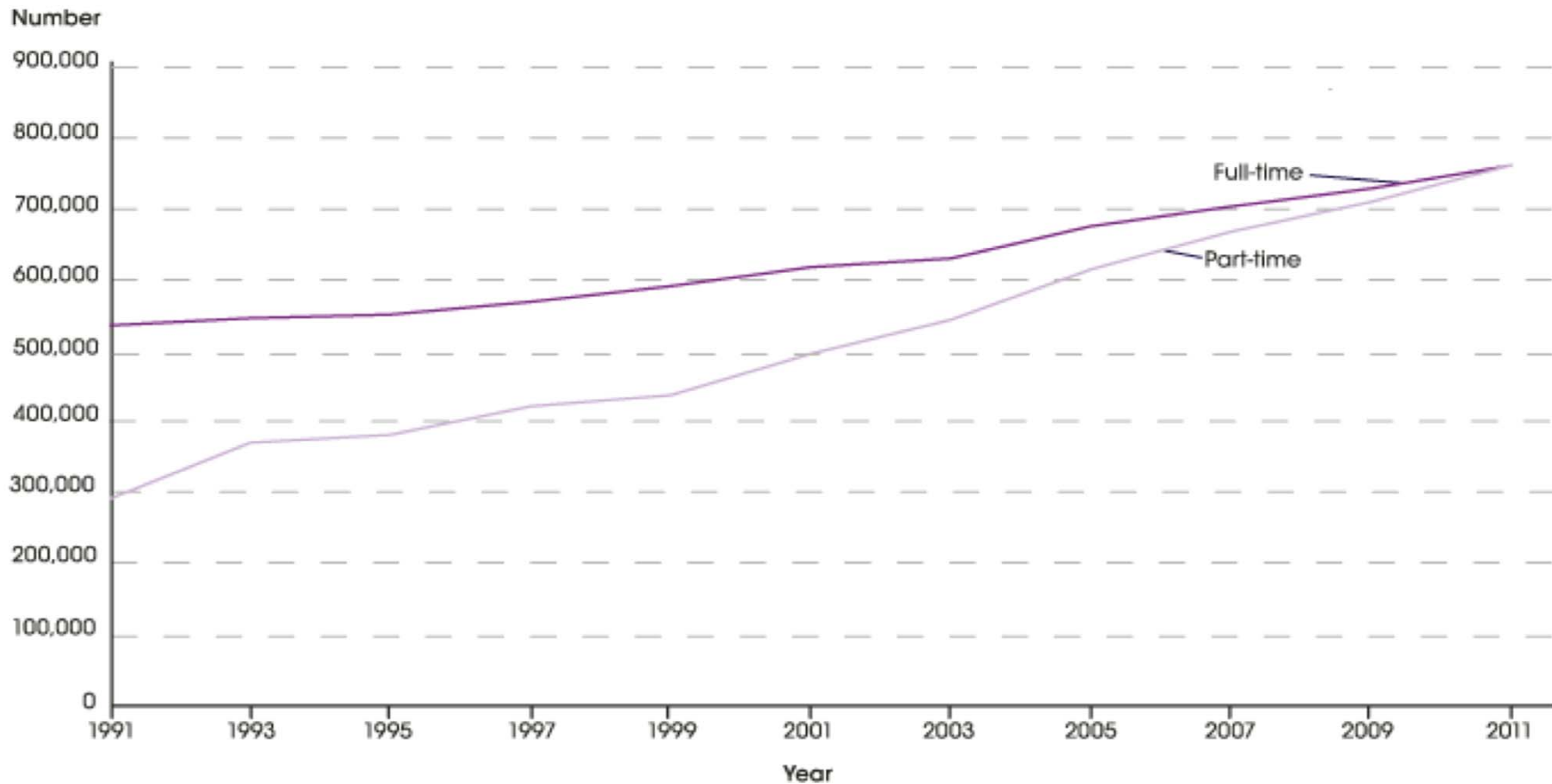
(http://nces.ed.gov/programs/coe/indicator_cuf.asp)

Number of instructional faculty members in degree-granting postsecondary institutions, by employment status, 1991 to 2011

Trend: Increasing use of price discounting and price discrimination

Dills and Rothoff (2013): Price Increasing Competition: Evidence from Higher Education

"We find evidence of price-increasing competition in the U.S. higher education market. High quality public schools respond to an increase in for profit schooling entry by increasing their sticker prices to differentiate their product. They also increase the real price paid per student, likely due to increasing out-of-state students. We also find that four-year private nonprofit schools increase their sticker price, but lower the real paid price. These institutions use the sticker price to signal their quality and, possibly, to price discriminate more."

IPEDS data 1990-2009

FIGURE 13 Average Published and Net Prices in 2014 Dollars, Full-Time Undergraduate Students at Private Nonprofit Four-Year Institutions, 1994-95 to 2014-15
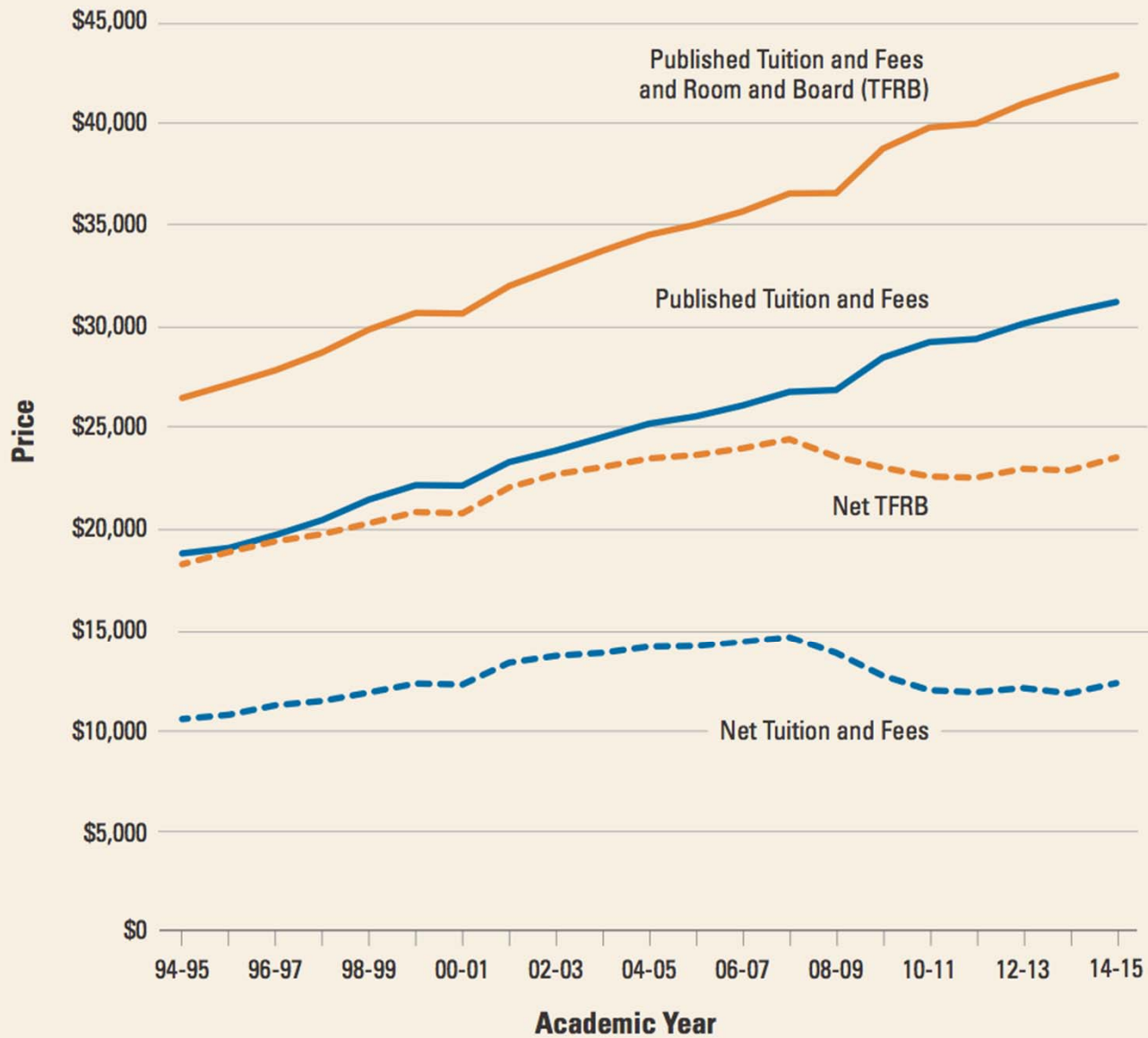
FIGURE 12 Average Published and Net Prices in 2014 Dollars, Full-Time In-State Undergraduate Students at Public Four-Year Institutions, 1994-95 to 2014-15
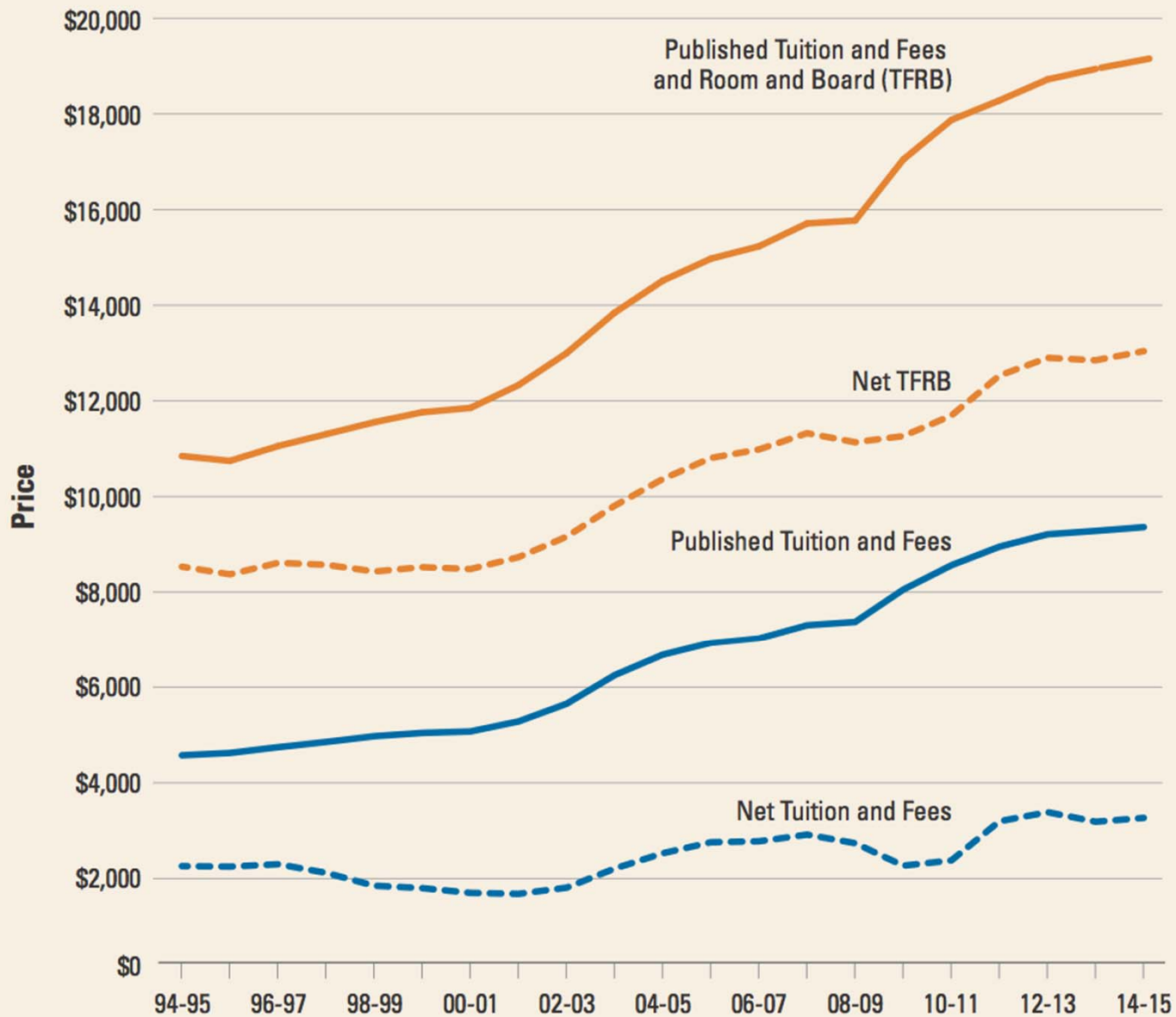
Net Prices, by Income over Time:
Public Institutions (2011$)
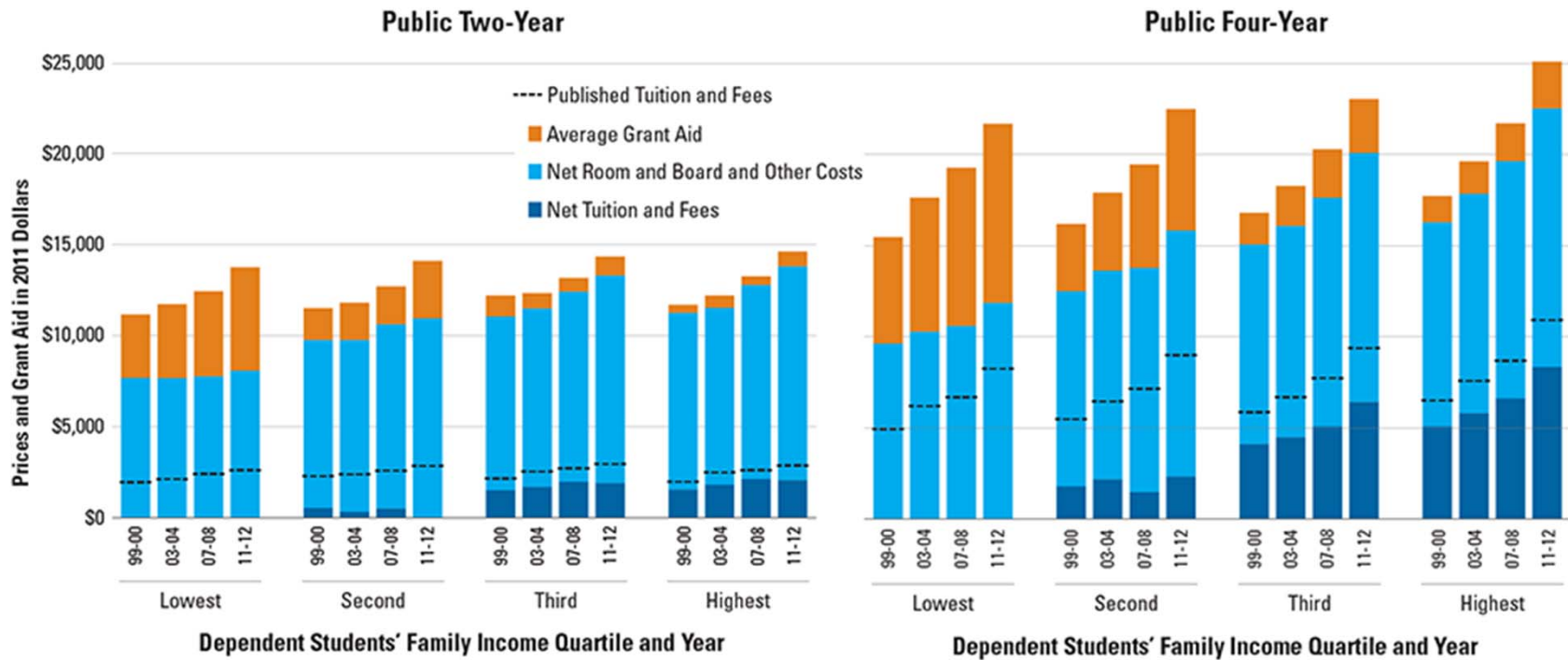
Alternative Models Inside National Trends

	Arizona State Univ.	San Jose State Univ.	UNM
Sticker Price: FT fresh., on-campus (In state, Out of state)	$23,837 $37,630	$23,629 $34,789	$20,094 $33,939
% Out of State Students	31%	2%	11%
% Full Pay Students	13%	55%	4%
Weighted Avg. Net Price: FT fresh., on-campus	$20,724	$19,574	$16,660
Expenditure on Instruction	$9,080	$8,070	$11,288

Trend: Student debt increasing:
(i) combination of more students,
higher % borrowing, and higher
amounts borrowed
(ii) across all, but variable by sector
(esp. for-profit private)
(iii) recent spike in loan defaults

Loan Volume, By Source

Public Four-Year

Legend: ■ Per Borrower ■ Per Bachelor's Degree Recipient

Average Cumulative Debt in 2013 Dollars

Academic Year (Percentage of Students Who Borrowed)	Per Borrower	Per Bachelor's Degree Recipient
99-00 (54%)	$21,200	$11,400
00-01 (52%)	$20,800	$10,800
01-02 (52%)	$20,900	$10,800
02-03 (53%)	$21,300	$11,200
03-04 (54%)	$21,400	$11,600
04-05 (55%)	$21,900	$12,000
05-06 (55%)	$22,300	$12,300
06-07 (55%)	$21,900	$12,100
07-08 (55%)	$22,000	$12,200
08-09 (55%)	$21,500	$11,900
09-10 (56%)	$23,600	$13,300
10-11 (57%)	$24,600	$14,100
11-12 (58%)	$25,300	$14,700
12-13 (59%)	$25,600	$15,100

Percent of Loan Balances Delinquent 90+ Days (by Loan Type)
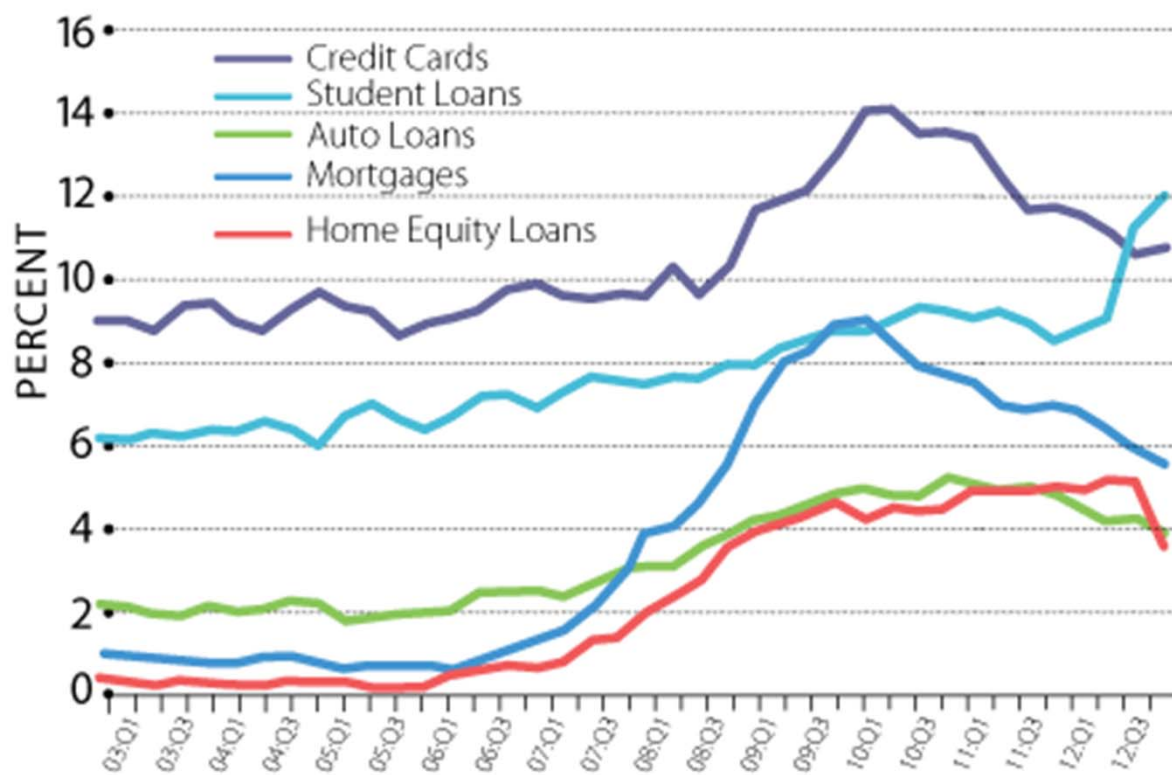
Legend:
- Credit Cards
- Student Loans
- Auto Loans
- Mortgages
- Home Equity Loans

PERCENT (y-axis): 0, 2, 4, 6, 8, 10, 12, 14, 16

X-axis: 03:Q1, 03:Q3, 04:Q1, 04:Q3, 05:Q1, 05:Q3, 06:Q1, 06:Q3, 07:Q1, 07:Q3, 08:Q1, 08:Q3, 09:Q1, 09:Q3, 10:Q1, 10:Q3, 11:Q1, 11:Q3, 12:Q1, 12:Q3

Net Present Value of a Bachelor's Degree, 1970-2013

Thousands of dollars
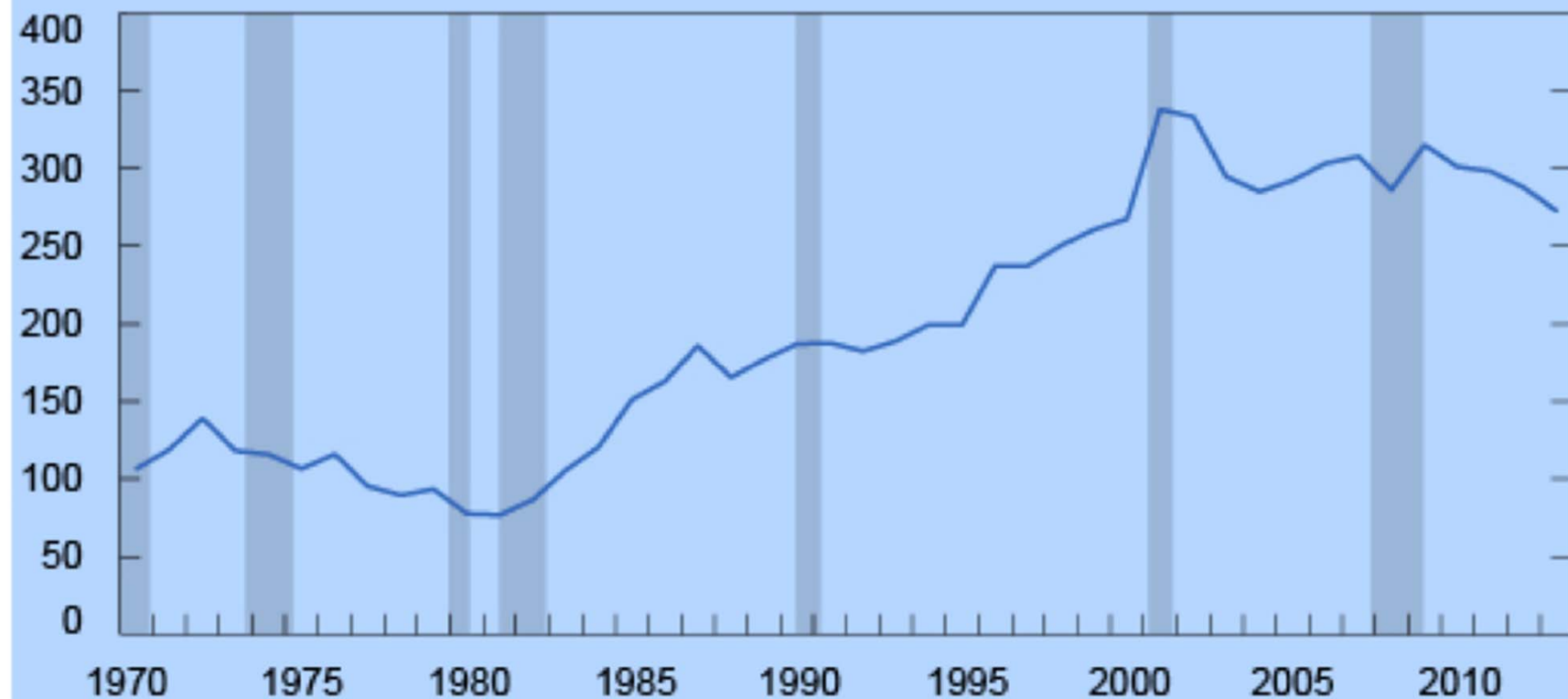
Sources: U.S. Census Bureau and U.S. Bureau of Labor Statistics, Current Population Survey, March Supplement; U.S. Department of Education, Digest of Education Statistics 2012; The College Board, Trends in College Pricing 2013 and Trends in Student Aid 2013; U.S. Bureau of Labor Statistics, consumer price index.

Notes: Dollar figures are expressed in constant 2013 dollars. Shaded areas indicate periods designated recessions by the National Bureau of Economic Research.

While highly variable by schools/fields, it continues to pay to go to college and especially to graduate.

Despite increased shifting of costs onto families and need for financial literacy, the net present value of a college degree remains high

Thank you

Questions?

Tim Castillo, Associate Professor, UNM School of Architecture & Planning; Director, UNM Arts Lab

Design & Innovation

ARTS Digital Lab at the University of New Mexico

Professor Castillo is an Associate Professor in Architecture and Planning and has been the director of ARTS Digital Media lab since 2009. Professor Castillo is a native New Mexican, growing up in Silver City and holds a graduate degree from Columbia University in New York City. He has practiced architecture & design globally and has taught at New Jersey Institute of Technology, University of Arizona & the University of Colorado.

In his time as director at ARTS Lab he has been focused on elevating the research portfolio of emerging digital technologies at the University of New Mexico. The research in this presentation demonstrates a collaborative interdisciplinary environment that fosters collaborations with faculty from various disciplines across campus and institutions globally. The research portfolio in the presentation articulates the diversity of emerging technologies that have been funded by national grant agencies including the National Science Foundation, Department of Defense, the National Endowment of Humanities and National Endowment for the Arts.

ARTS Digital Media Lab continues to be a nexus for digital visualization research and strives to be a national and global leader in innovation. In 2013, the International Digital Media Association for Arts recognized the lab as the most innovative program in the country. Professor Castillo believes that positioning the cultural assets of New Mexico with emerging trends in media will continue to give ARTS Lab at the University of New Mexico a critical edge that is vital to growing the design and innovative economy in the state of New Mexico.

University of New Mexico

AR

LAB

Art
Research
Technology
Science

ARTS Lab Mission

ARTS Lab [Art, Research, Technology & Science] Digital Media Lab is an interdisciplinary center exploring new and emerging media in a variety of platforms. The Lab serves as a nexus for collaborations between faculty and students on campus and the global community.
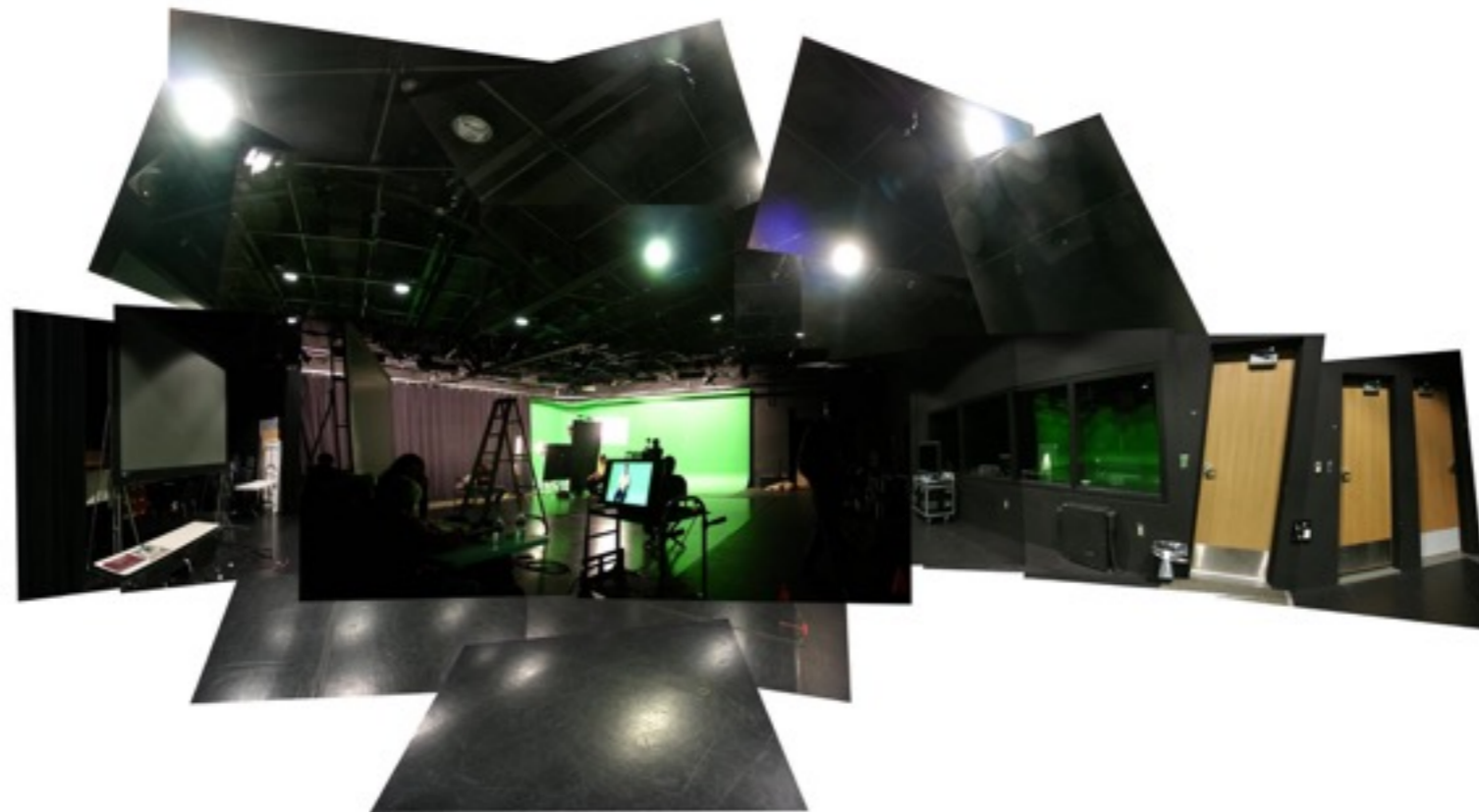
:: ARTS LAB:: | Team

Tim B. Castillo
Director, ARTS Lab
Associate Professor
School of Architecture and Planning
Interdisciplinary Film and Digital Media

David Beining
Associate Director of Immersive Media

Adriane Zacmanidis
Multi-Media Specialist

Andrew Ferrer
Technical Analyst

students:

Kameron Bumgardner
Architecture

Chris Calvio
Media Arts

Jane dePane
Education

Ali Ghadimi
IFDM
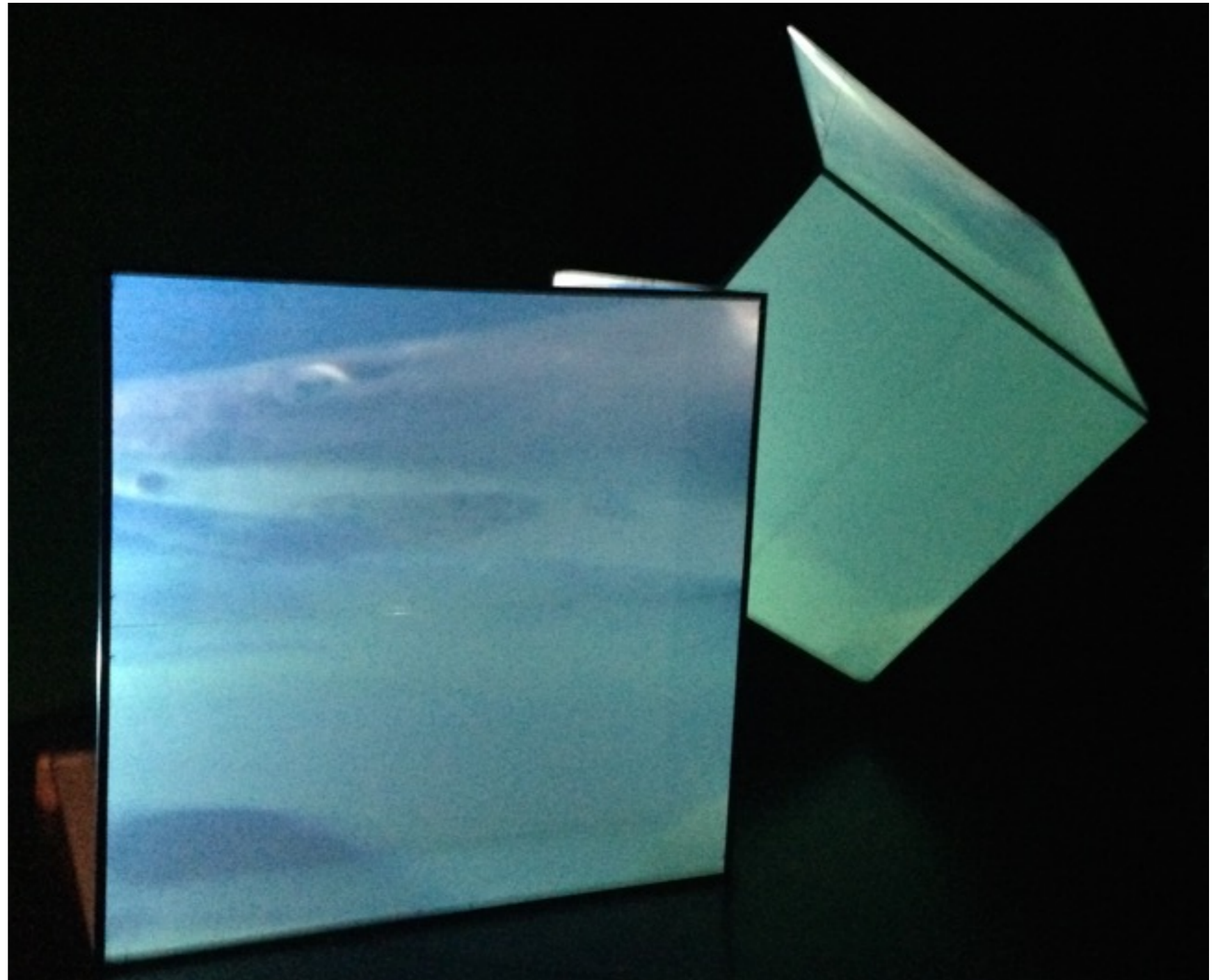
:: ARTS LAB:: | Affiliated Faculty

Alex Webb
Assistant Professor, Architecture

Thomas Preston Caudell
Professor of Electrical and Computer Engineering

Miguel Gandert
Director, Interdisciplinary Film and Digital Media Program
Professor, Dept. of Communication and Journalism

Nick Flor
Associate Professor, of Management Information Systems

Donna Jewell
Head of Dance

Vanessa Svihla
Assistant Professor Teacher Education, Secondary
College of Education

Michael Kamins
Executive Producer, KNME-TV

William Liotta
Associate Professor of Theater and Dance

Claudia X. Valdes
Associate Professor, Department of Art & Art History, Electronic
Arts

Ed Angel
Professor Emertius, Engineering and Fine Art

Patrick Kelly
Assistant Professor, Computer Science

Joyce Neimanas
Professor of Art and Art History

Andrea Polli
Associate Professor, Fine Art and Engineering

Patricia Ann Repar, DMA
Assistant Professor, Dept. of Internal Medicine and Dept. Music /
Director, Arts-in-Medicine

Richard Schaefer
Associate Professor, Dept. of Communication and Journalism

Levi Romero
Assistant Professor, Chicano Studies & CRP

Mary Tsiongas
Associate Professor, Department of Art & Art History, Electronic Arts

Mueen Abdullah
Assistant Professor, Computer Science

Deborah Fort
Associate Professor, Cinematic Arts

Andrea Mammoli
Professor., Mechanical Engineering

Rebecca Sanchez
Associate Professor,, Education

Chris Wilson
Professor, Landscape Architecture
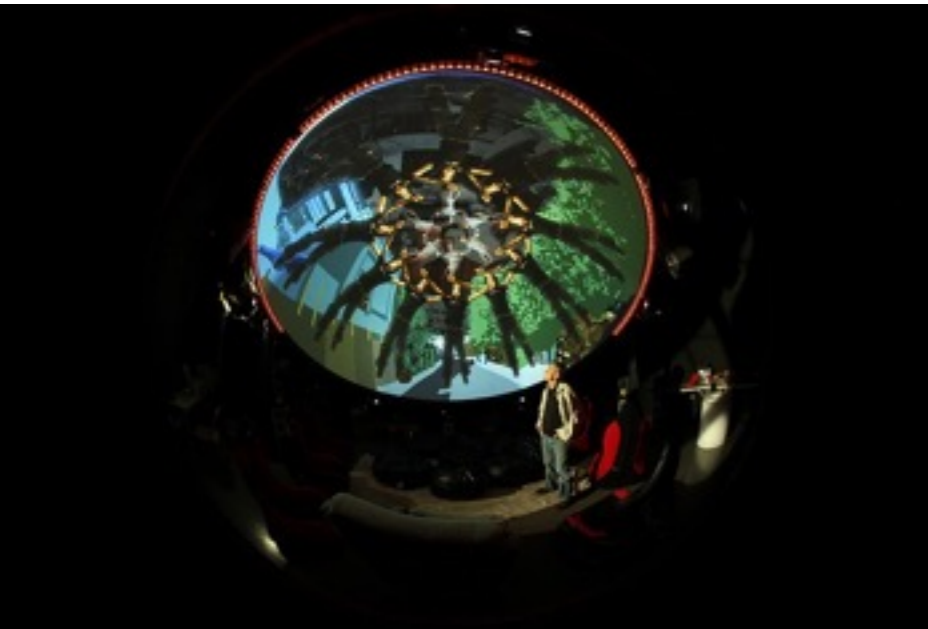
2013 recipient of the International Digital Media Association Innovative Program Award

iDMAa International Digital Media and Arts Association

University of New Mexico
AR LAB TS
Art Research Technology Science

ARTS Digital Media Lab

:: Place Based Research ::
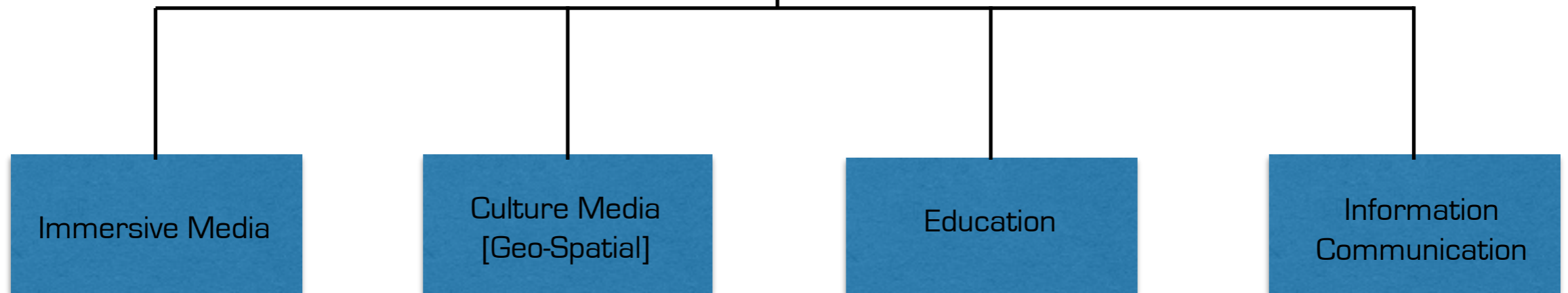
ARTS Digital Media Lab :: Research Tracks

Immersive Media

Culture Media [Geo-Spatial]

Education

Information Communication

Maya Skies

National Science Foundation Grant
Informal Science Education grant 2007-11
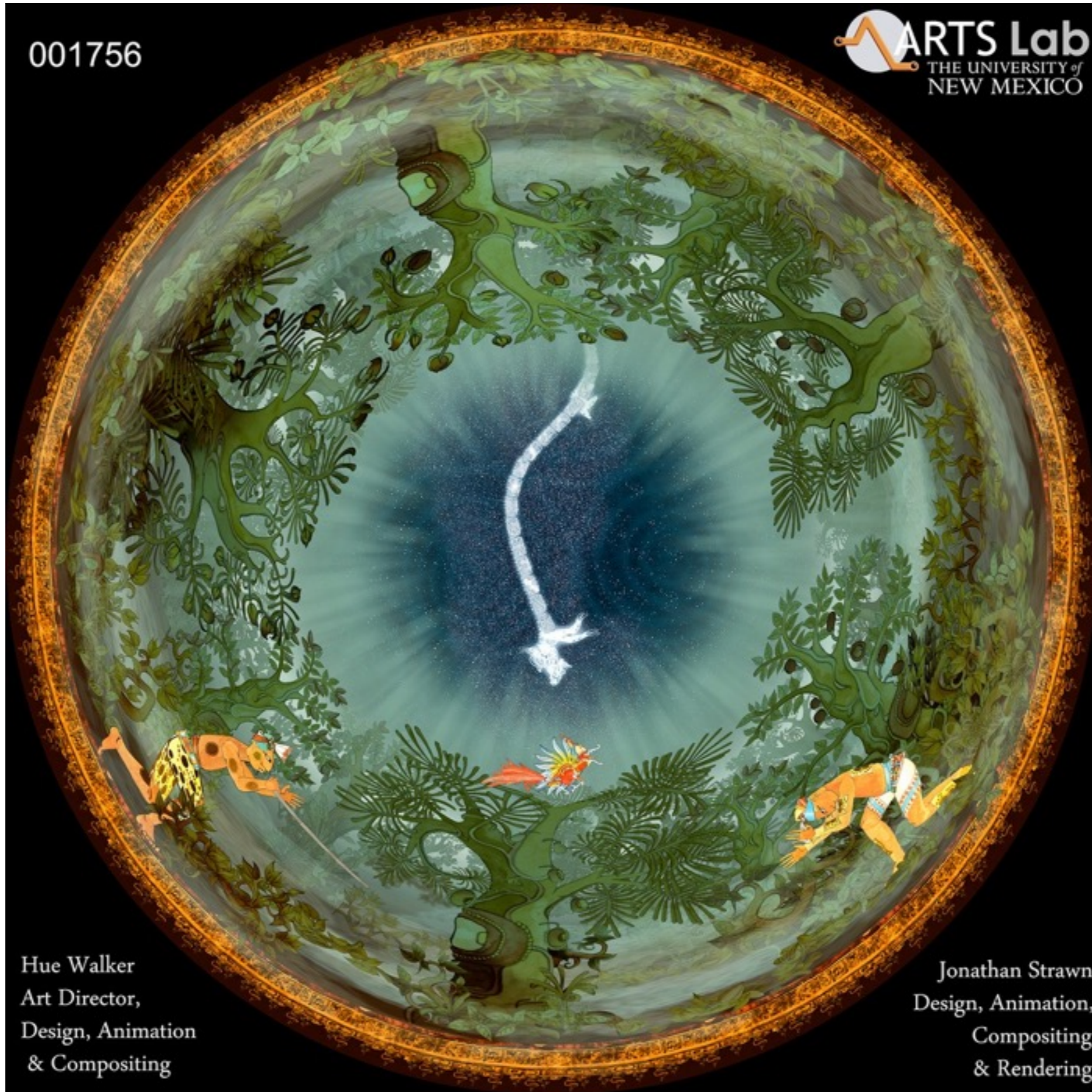
A Consortium for Fulldome and Immersive Technology Development

National Science Foundation Grant
Partnerships for Innovation 2010-2012
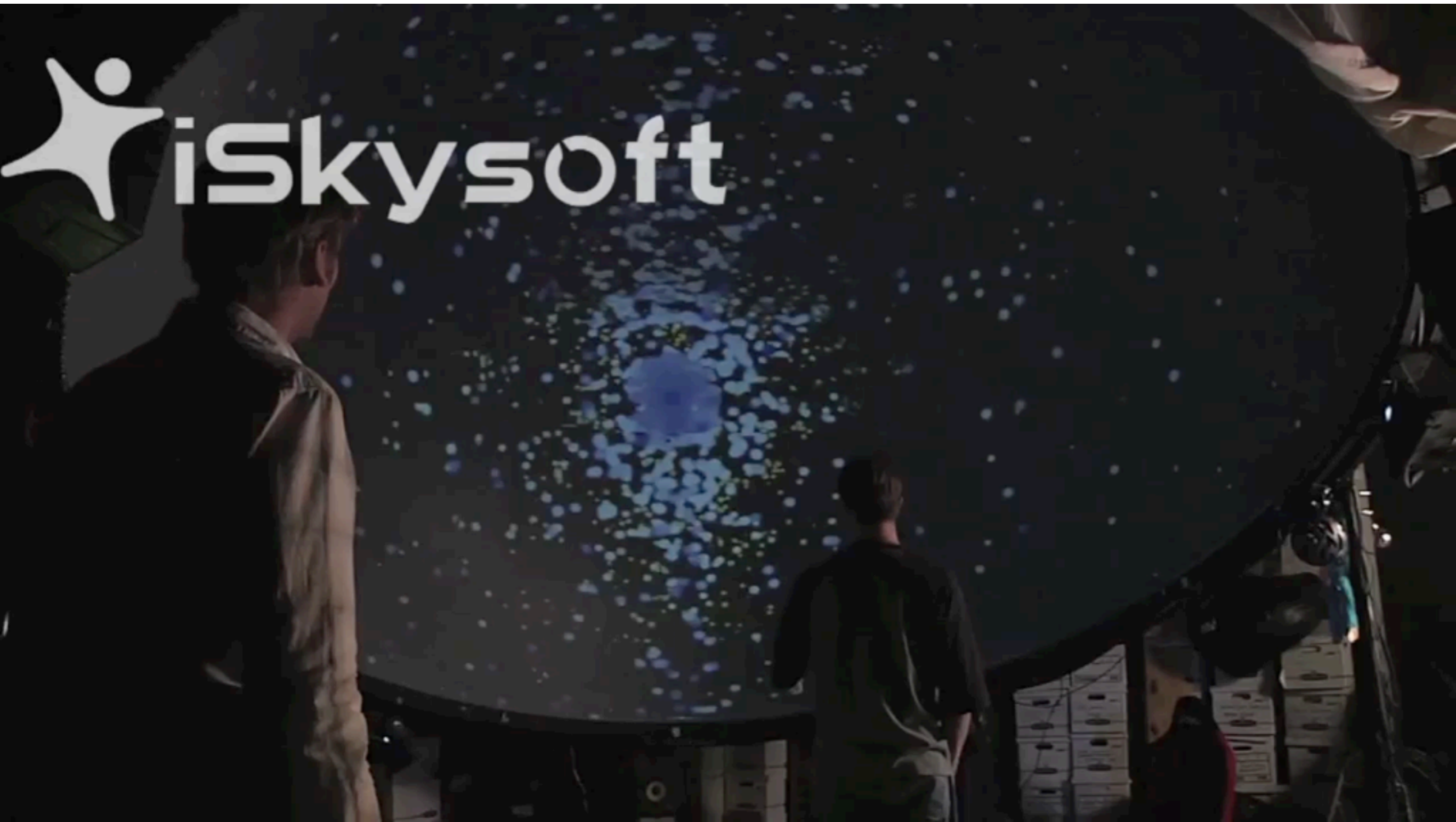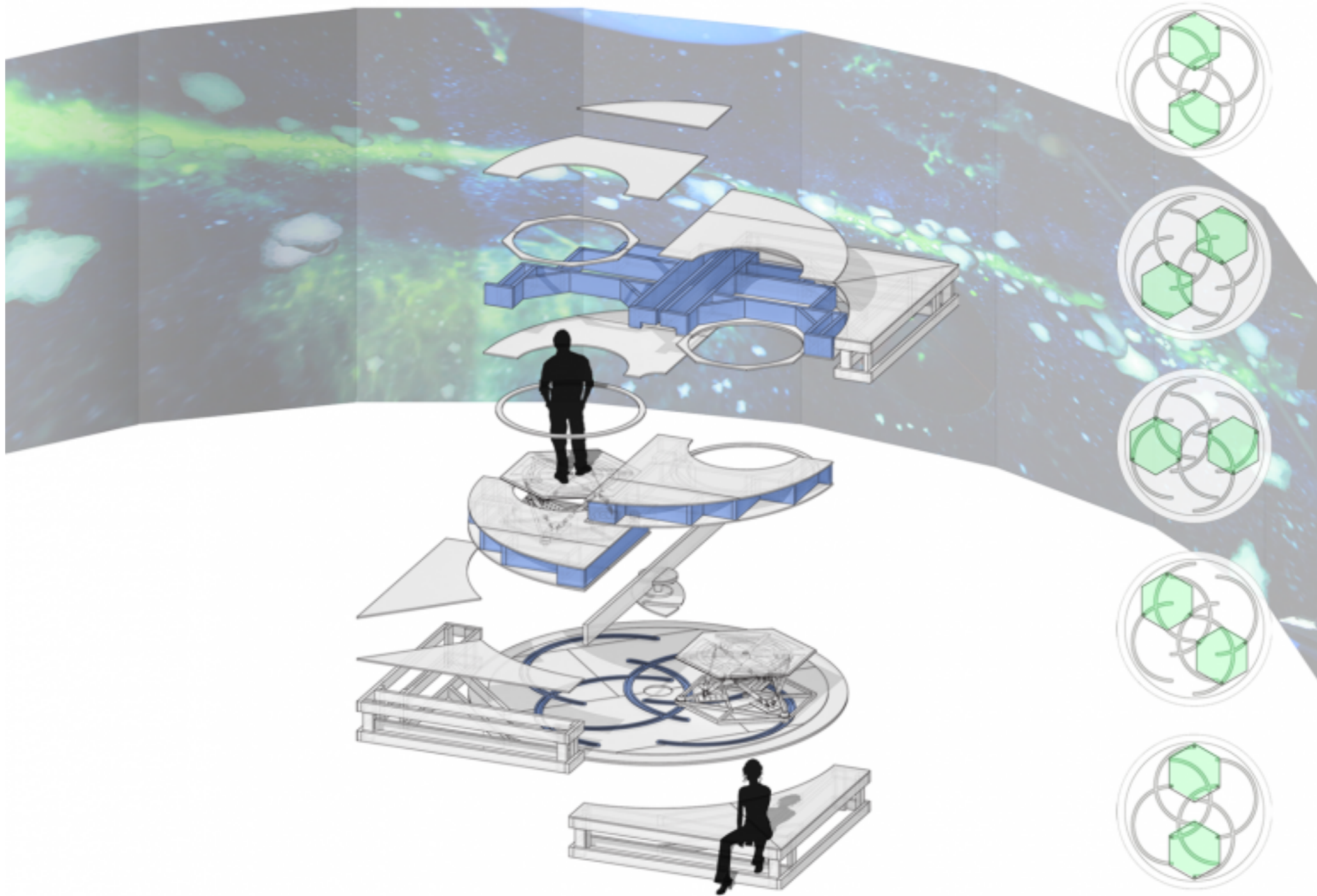
A | R | T | S LAB

ART ◦ RESEARCH ◦ TECHNOLOGY ◦ SCIENCE ◦ LABORATORY
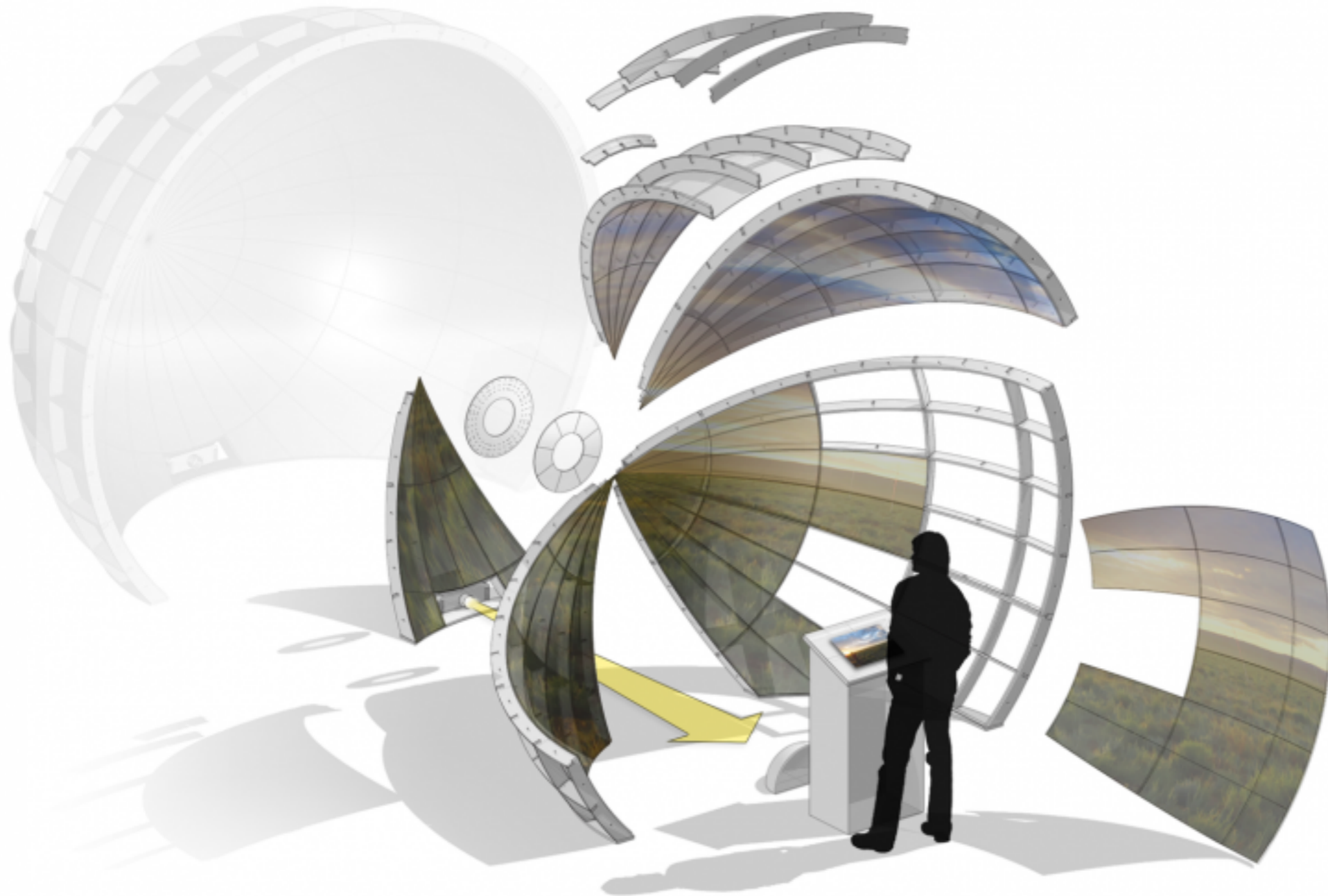
Digital Dialectic: Forging New Paths of Inquiry in the Humanities

National Endowment for the Humanities Grant

2012-13

Subaward from the National Hispanic Cultural Center (NHCC)

Cultural Media: National Hispanic Cultural Center
Torreón Fresco Digital Documentation
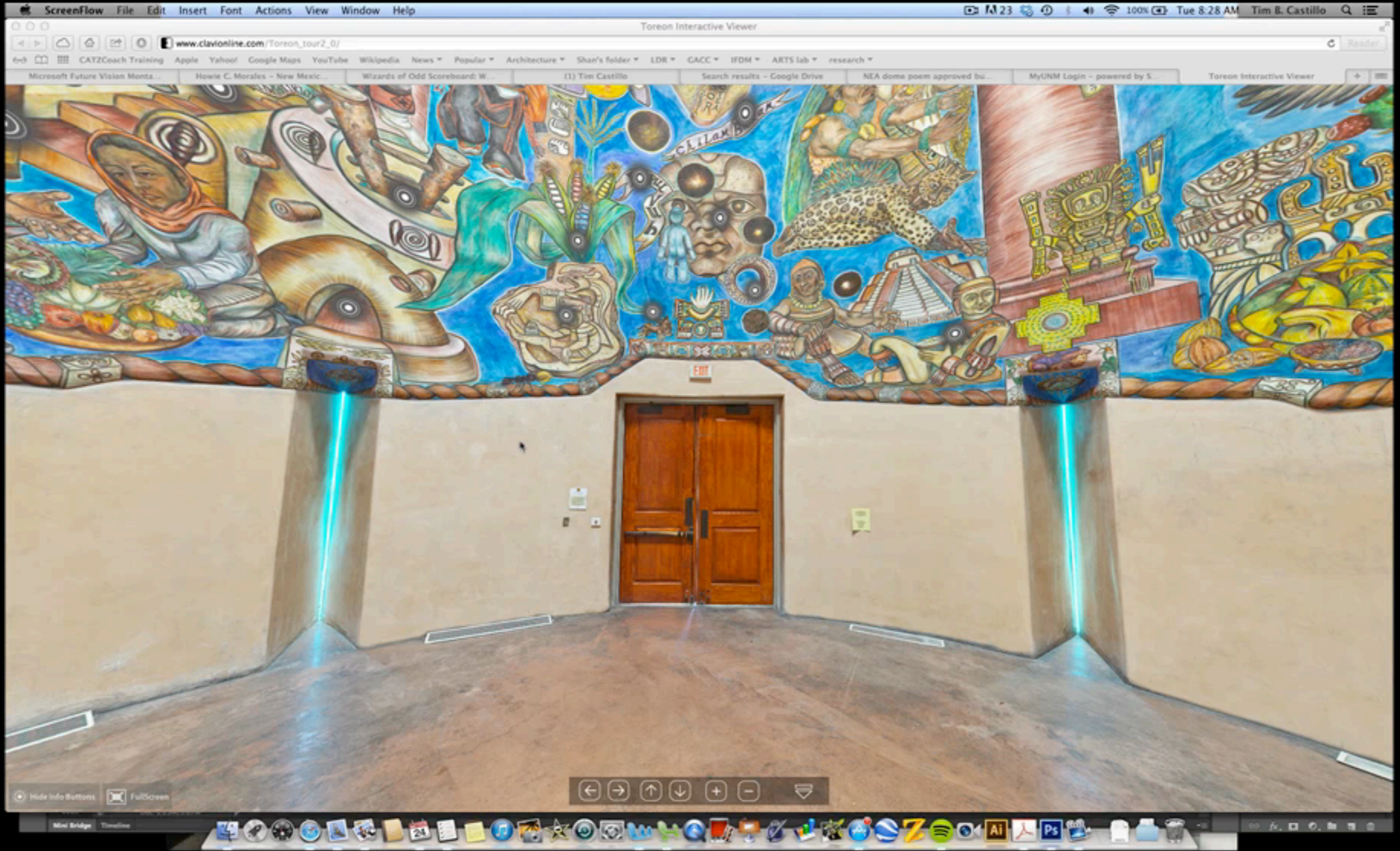
Fulldome Development for Interactive Immersive Training Capabilities

Department of Defense Grant:

Historically Black Colleges and Universities and Minority-Serving Institutions

2012-14

Subaward from the Institute of American Indian Arts (IAIA)

ARTS LAB

ART | RESEARCH | TECHNOLOGY | SCIENCE | LABORATORY

ARTS LAB

ART | RESEARCH | TECHNOLOGY | SCIENCE | LABORATORY

Dome Poems: Memory and Emergence

National Endowment for the Arts Grant:
2012-13

A | R | T | S LAB

ART | RESEARCH | TECHNOLOGY | SCIENCE | LABORATORY

Levi Romero　　Miguel Gandert　　Hue Walker　　Tim B. Castillo

National Endowment for the Arts :: Dome Poems

A|R|T|S LAB

ART | RESEARCH | TECHNOLOGY | SCIENCE | LABORATORY

eran en los días
de los heroes

n m|a
new mexico arts

ART WORKS.
arts.gov

AR
LAB
TS

memory + emergence

iFDM

UNM

A|R|T|S LAB
ART | RESEARCH | TECHNOLOGY | SCIENCE | LABORATORY

Virtual New Mexico Project

Center for Regional Studies :

University of New Mexico

2009-15

Virtual New Mexico Project

Virtual New Mexico Project
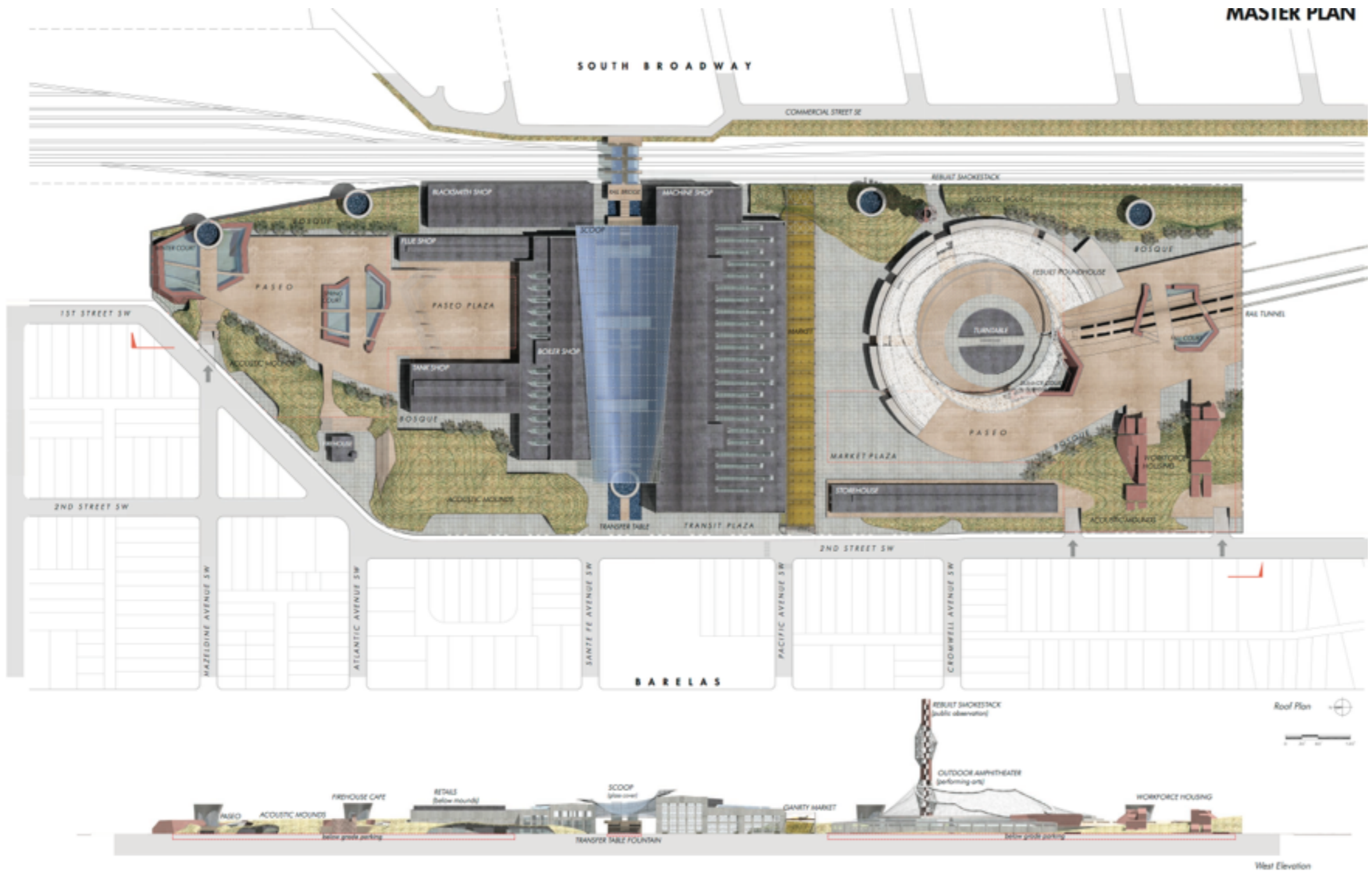
Image 3: Google Earth Web
Interface

Economic Development Opportunities

Samitaur

Collaborations for the future of New Mexico

SOUTH BROADWAY

COMMERCIAL STREET SE

REBUILT SMOKESTACK

BLACKSMITH SHOP

RAIL BRIDGE

MACHINE SHOP

ACOUSTIC MOUNDS

FLUE SHOP

SCOOP

BOSQUE

BOSQUE

REBUILT ROUNDHOUSE

1ST STREET SW

PASEO

PASEO PLAZA

BOILER SHOP

TURNTABLE

RAIL TUNNEL

MARKET

TANK SHOP

BOSQUE

PASEO

2ND STREET SW

ACOUSTIC MOUNDS

MARKET PLAZA

WORKFORCE HOUSING

ACOUSTIC MOUNDS

STOREHOUSE

TRANSFER TABLE

TRANSIT PLAZA

ACOUSTIC MOUNDS

2ND STREET SW

MAZELINE AVENUE SW

ATLANTIC AVENUE SW

SANTE FE AVENUE SW

PACIFIC AVENUE SW

CROMWELL AVENUE SW

B A R E L A S

Roof Plan

REBUILT SMOKESTACK
(public observation)

OUTDOOR AMPHITHEATER
(performing arts)

FIREHOUSE CAFE

RETAILS
(below mounds)

SCOOP
(glass cover)

GANTRY MARKET

WORKFORCE HOUSING

PASEO

ACOUSTIC MOUNDS

below grade parking

TRANSFER TABLE FOUNTAIN

below grade parking

West Elevation

Rail Yards Project :: Albuquerque, NM

A|R|T|S LAB

ART | RESEARCH | TECHNOLOGY | SCIENCE | LABORATORY

Knowledge Tower

Knowledge Tower

Teaching Innovation
Interdisciplinary Film and Digital Media 105
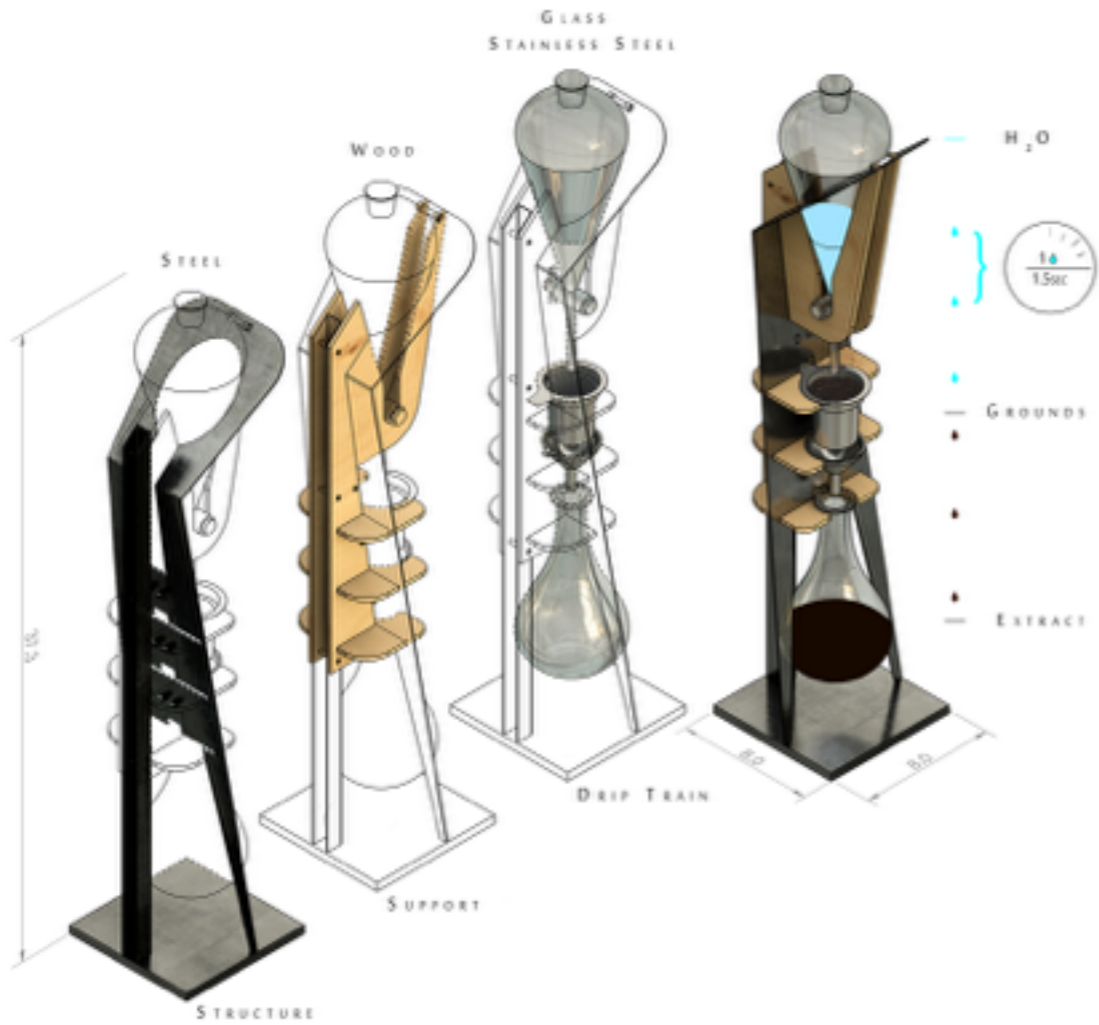
Teaching Innovation
Architecture 462 & IFDM 491

Project 3: Vector Data Documentary

Student success working in the Lab

Ian LeBlanc

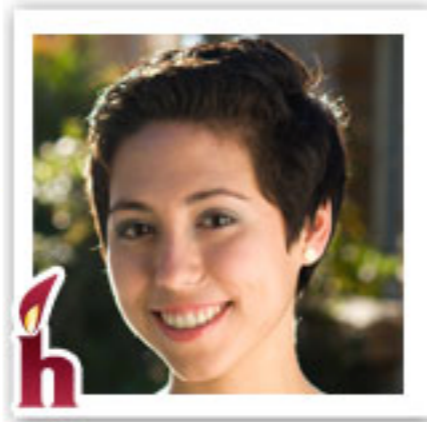# Kitbashive
PRODUCTS, MEDIA, INTERACTIVE, ETC.

Ian LeBlanc

Kitbashive

PRODUCTS, MEDIA, INTERACTIVE, ETC.

Sarah Gonzalez

Sarah Gonzalez   **The University of New Mexico**

Looking to develop digital media technologies in innovative and productive ways, Sarah Gonzalez is pursuing a bachelor's degree in computer engineering with a concentration in interdisciplinary film and digital media (IFDM) at the University of New Mexico (UNM). With just seven classes in progress, Sarah is looking forward to her graduation in December 2013. With huge ambitions in making a positive impact internationally, it is no surprise that Sarah was awarded a $500 scholarship sponsored by McAfee.

With the utmost self-efficacy, Sarah manages an intense course load while maintaining a 3.9 GPA, and staying involved in her community and extracurricular activities. For the third year, Sarah is the Corporate Contact for the Hispanic Engineering & Science Organization (HESO), with the endeavor to inflame interest to middle and high school students in STEM. With her ambition to educate the public on science and engineering, she helps coordinate STEM career fairs, events and programs.

Through her organizational skills, Sarah also makes time to be an active member of the On Q Young Women's Acapella Choir where she serves as the Music Theory Educational Coordinator. As a music minor, Sarah's mission is to educate community members about music theory by scheduling and organizing learning sessions.

Sarah is described by one of her professors as a, "motivated and accomplished Hispanic student with excellent academic and leadership skills." To this end, Sarah has studied abroad in China with her honors class, and in Granada, Spain, with her Spanish Immersion Program. It is evident that Sarah Gonzalez is truly a genuine role model with enormous aspirations. She is a well-rounded individual with competence in computer engineering, art, music, and dance. Sarah aspires to continue her mission of bridging past ideas with present solutions in new and inventive approaches in graduate school.
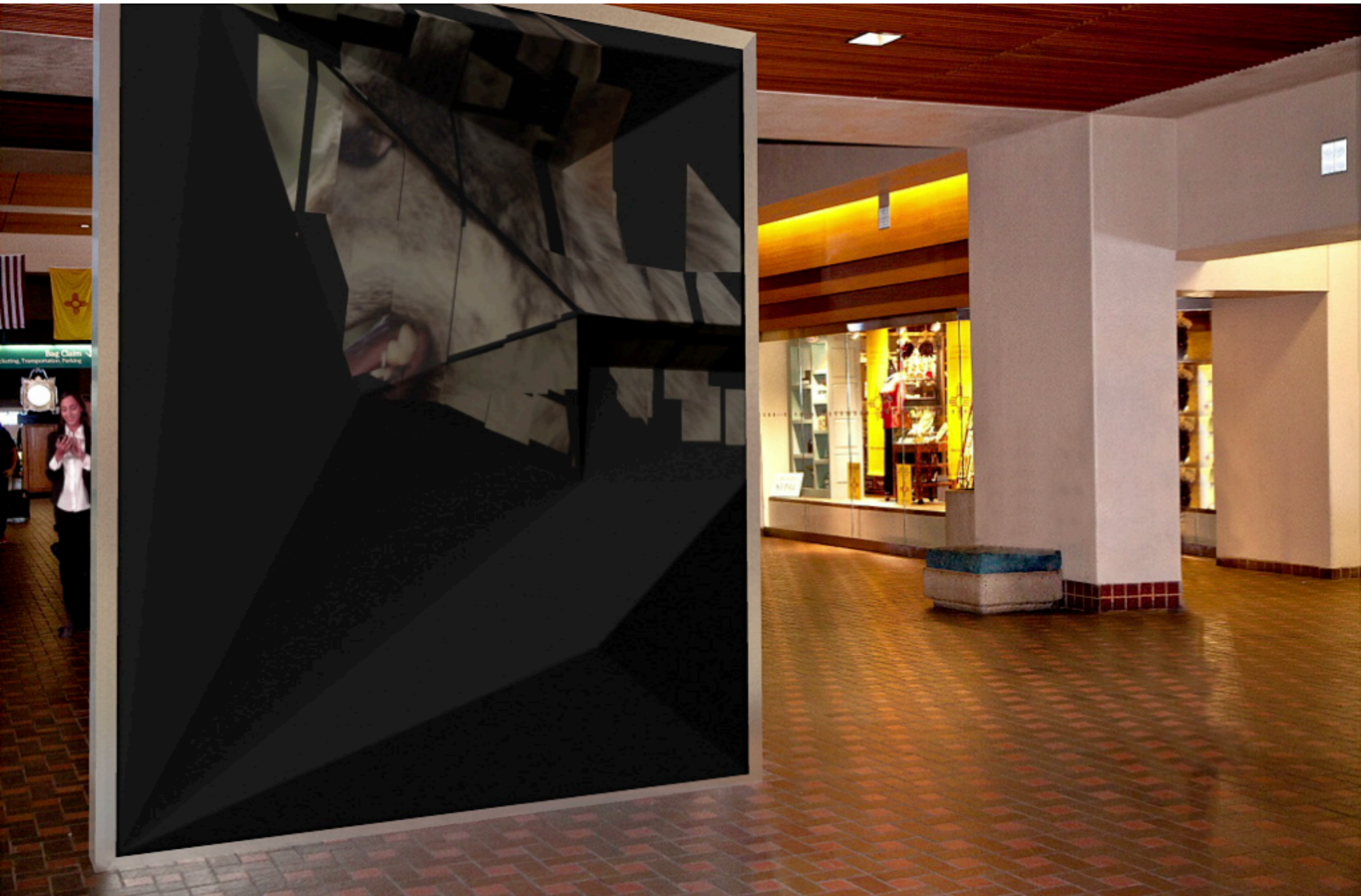
A|R|T|S LAB

ART | RESEARCH | TECHNOLOGY | SCIENCE | LABORATORY

Chris Clavio

CLAVION UNLIMITED

Sunport Project

UNM Marketing :
University of New Mexico
2015

:: The Future ::
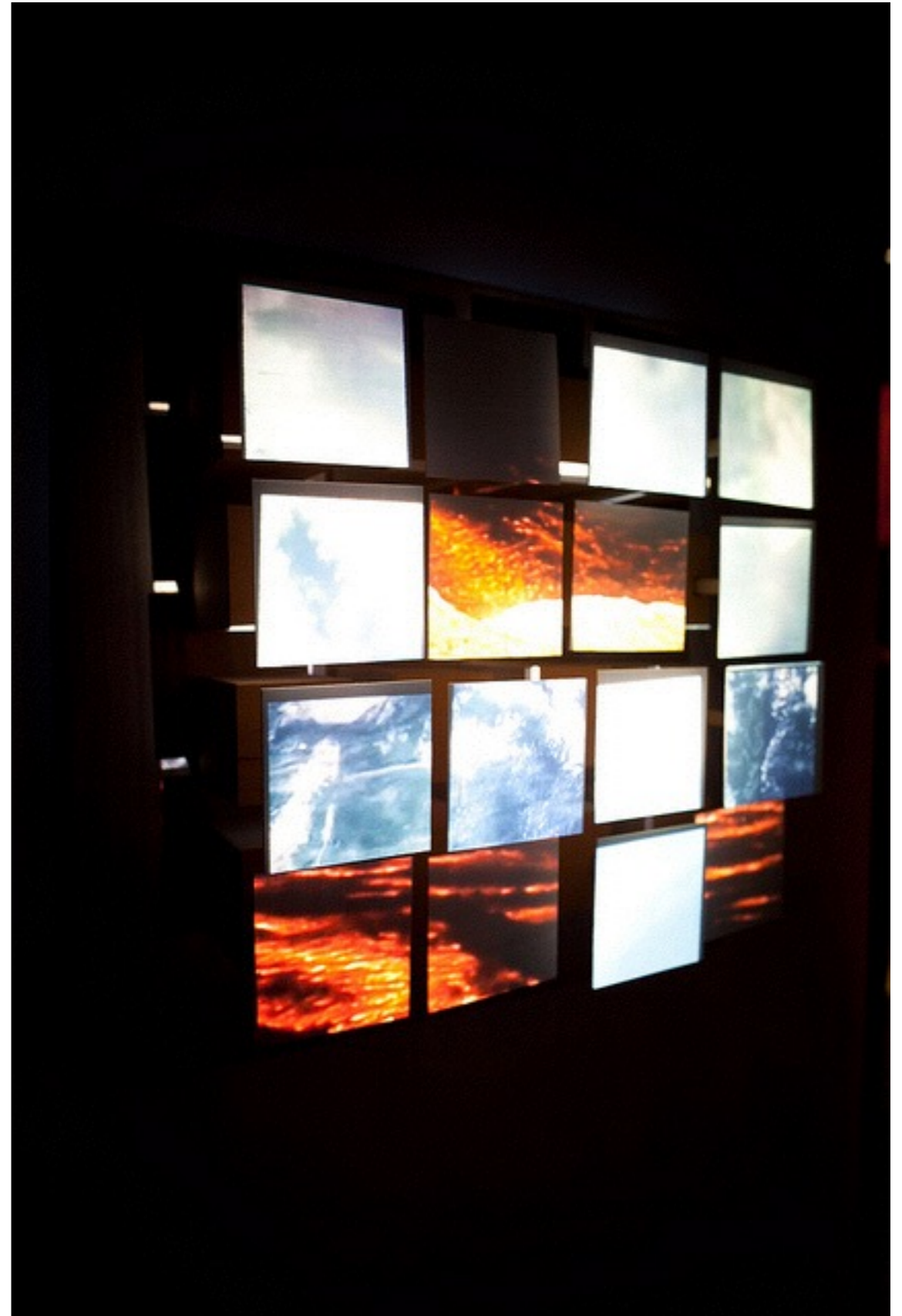
:: Gaming ::

A|R|T|S LAB

ART | RESEARCH | TECHNOLOGY | SCIENCE | LABORATORY
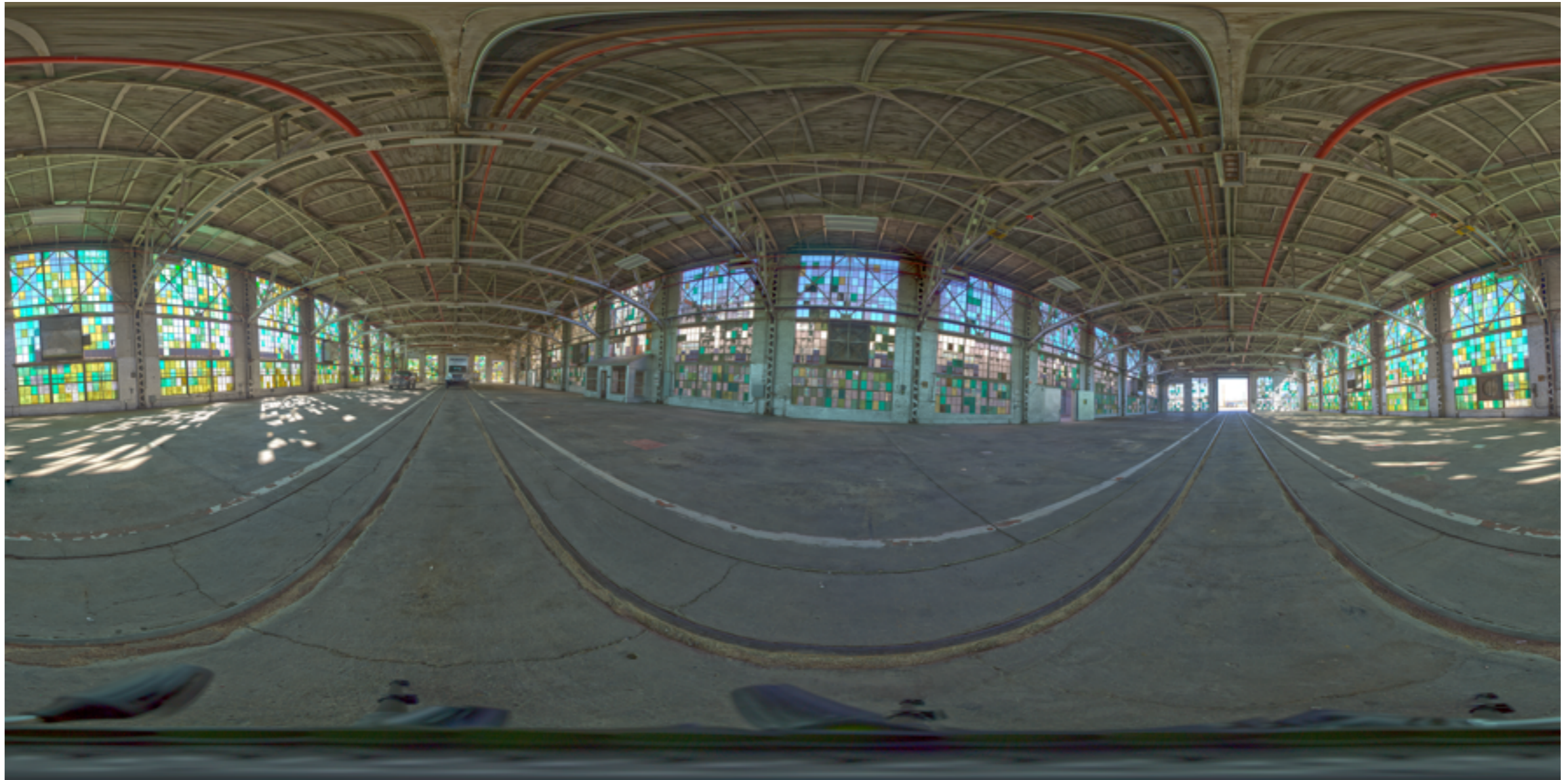
:: Interactive Media ::

:: VR research ::

SOURCES

- Coughlin , T., Lucia , K., & Keith , K. (2012). *ACA Implementation- Monitoring and Traking New Mexico.* Urban Institute

- NM Public Education Department. (n.d.). *www.ped.state.nm.us/schoolFamily Support/d108/HE%Standards.pdf.* Retrieved Dec 20, 2015

- Plaza, V., Cadena, M., Barboa, A., & United, Y. W. (2011). *Youth Access to Publically Funded Health Services in Bernalillo County; A health Policy Emergency.* PP, Albuquerque .

- UNM Office of Institutional Analytics . (2013, 10 6). *http://oia.unm.edu/facts-and-figures/official-ereports .html.* Retrieved 01 14, 2015

- S. L. Hayes, P. Riley, D. C. Radley, and D. McCarthy, Closing the Gap: Past Performance of Health Insurance in Reducing Racial and Ethnic Disparities in Access to Care Could Be an Indication of Future Results, The Commonwealth Fund, March 2015.

THE UNIVERSITY *of* NEW MEXICO